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ABSTRACT

A study was conducted (1) to determine current practices in word processing installations in selected organizations throughout the United States, and (2) to ascertain anticipated future developments in word processing as well as to provide recommendations for educational institutions that prepare workers for business offices. Seven interview instruments were created and administered by members of Delta Pi Epsilon to various types of word processing personnel, secretaries, managers, and equipment vendors. A total of 341 organizations were surveyed with 336 usable responses. Some of the conclusions drawn through analysis of the data collection are the following: employment opportunities for word processing personnel will continue to grow in the next 5 years; competencies needed by secretaries and word processing personnel include transcription skills, typing with speed and accuracy, listening and following directions, using a filing system, and organizational skills; and on-the-job training usually follows high school business skills training, with 3 months of training on magnetic tape equipment usually satisfactory. The information obtained from this study, literature review, comparison of related research, and analysis of data suggests that business education departments emphasize the following: typing with accuracy of at least 50 words per minute; using English correctly, and learning formatting procedures; exposing students to work measurement practices; stressing English skills; teaching the relationship between word processing and data processing; developing internship programs; and maintaining close contact with word processing users. (KC)

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NATIONAL STUDY OF WORD PROCESSING INSTALLATIONS IN SELECTED BUSINESS ORGANIZATIONS

A Report on the National Word Processing Research Study
of Delta Pi Epsilon

by

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Foreword

Delta Pi Epsilon is pleased to have sponsored this national study on word processing and to make the results of the study available to educators, business people, and others who are interested in the rapidly developing and increasingly significant field of word processing.

In its formal stages, the study was supervised and coordinated by Dr. Jolene Scriven, Northern Illinois University, Chairperson; Dr. Kay Wagoner, Ball State University; Dr. Jeanne Holley, University of Mississippi; and Dr. Richard Brown, Northern Illinois University. The fraternity is indebted to the members of this committee—and to others who worked with them—for the skillful leadership and hard work which led to the completion of this demanding and far-reaching project.

Special note should be made of the financial and administrative assistance given to this project by the International Word Processing Association. The support and participation of many of IWPA's members helped ensure the successful completion of the study.

This noteworthy project continues Delta Pi Epsilon's traditional commitment to scholarly research and professional publication. As a research project of national scope, it has involved hundreds of business people and business educators. Over 90 percent of DPE's 85 chapters participated in gathering data for this extensive research study. The result of these collective efforts is represented by this publication—a document which DPE believes makes an important contribution in the field of word processing to both education and business.

R. DerMont Bell
National President
Delta Pi Epsilon

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PREFACE AND ACKNOWLEDGMENTS

This study is the outgrowth of four years of effort on the part of many persons in Delta Pi Epsilon (DPE) and in professional word processing associations. While ultimately the study was put together by a committee of four persons, the early development needs to be outlined in order to provide perspective for the study.

Preface

The idea for a national word processing study was formulated by the Research Projects Committee of DPE on March 20, 1976, while planning for the 1976 National Research Conference. The decision was made to have a proposal-writing session on the topic of word processing with Dr. Leona Gallion of Indiana State University as chairman of the session. Subsequently, Dr. Jeanne Holley of the University of Mississippi and Dr. Richard Kelley of Ball State University agreed to participate as committee members for that session. That committee, working with other interested members of DPE at the Research Conference, developed a preproposal for a research project in word processing.

The Research Projects Committee then authorized a committee consisting of Dr. Gallion, Dr. Holley, and Dr. Richard Brown of Northern Illinois University, as liaison member, to meet and refine the preproposal so that it could be used in seeking federal funding for a national research project. This was done at a meeting on March 19, 1977, with the assistance of Dr. Mildred Hillestad, University of Northern Iowa, as a consultant.

As the project was still unfunded at the beginning of 1978, the National Executive Board of DPE directed the Research Projects Committee to have the proposal revised so that it would be suitable for a national research project with fraternity-wide participation opportunities. The Research Projects Committee appointed Dr. Jolene Scriven of Northern Illinois University as chairman of the study committee which also included Dr. Holley, Dr. Kay Wagoner of Ball State University, and Dr. Brown. This committee, with the assistance of many individuals and organizations, is responsible for the final report.

Acknowledgments

The committee particularly appreciates the efforts of the many members and chapters of DPE and the support of the International Word Processing Association (IWP). In addition to DPE's providing guidelines for the study and funds for much of the work, over 90 percent of the chapters of DPE participated in the study by conducting interviews to gather the data. The International Word Processing Association also provided funding for the project, did some of the mailing, and encouraged their members to participate in the study.

The committee appreciates the efforts of other word processing associations which also encouraged their members to participate in the study, made mailing lists available, and assisted with mailings. These associations include: American Word Processing Association, Southwestern Ohio Word Processing/Administrative Support Group, Word Processing Association of Arkansas, Word Processing Association of Minnesota, Word Processing Association of Northwestern Ohio, Word Processing Association of Southwestern Missouri, and Word Processing Society, Inc.

The committee is especially grateful for the contributions of the three universities represented by the researchers. The department chairmen and deans of the colleges of business at Northern Illinois University, Ball State University, and the University of Mississippi have been cooperative with the project and generous in the support services made available to the researchers.

J.D.S.
J.L.H.
K.P.W.
R.D.B.

LIST OF TABLES

Table Page

1. Regional Locations of Responding Organizations 42
2. Nature of Responding Organizations 43
3. Approximate Number of Office Employees at Address of Responding Organizations 44
4. Sex of Word Processing Supervisors/Managers 44
5. Age of Word Processing Supervisors/Managers 45
6. Length and Type of Previous Office Experience of Word Processing Supervisors/Managers 46
7. Present Job Titles of Word Processing Supervisors/Managers . 47
8. Length of Time in Present Positions of Word Processing Supervisors/Managers 48
9. Word Processing Organizational Patterns 48
10. Types of Decentralized Word Processing Organizational Patterns 49
11. Organization Structured for Custom and Routine Typing . . . 50
12. Area Responsible for Word Processing Document Production Budgeting and Reporting 50
13. General Areas of Responsibility of Word Processing Personnel 51
14. Word Processing Personnel Used for "Back-Up" Administrative Support 51
15. Estimated Number of Principals Using Word Processing Services 52
16. Number of Word Processing Employees by Level and Sex 53
17. Principals for Whom Word Processing Operators/Correspondence Secretaries Usually Provide Services 53
18. Kinds and Extent of Typing Processed on Word Processing Equipment 55

Table Page

19. Kinds and Extent of Input to Word Processing Operator/Correspondence Secretaries 56

20. Number of Employees Supervised by Word Processing Supervisors/Managers 57

21. General Job Responsibilities and Duties of Word Processing Supervisors/Managers Area 1--Planning Responsibilities 58

22. General Job Responsibilities and Duties of Word Processing Supervisors/Managers Area 2--Organizing Responsibilities 60

23. General Job Responsibilities and Duties of Word Processing Supervisors/Managers Area 3--Controlling Responsibilities 61

24. General Job Responsibilities and Duties of Word Processing Supervisors/Managers Area 4--Directing and Coordinating Responsibilities . . . 62

25. Percent of Total Working Time Spent on Areas of Responsibility as Estimated by Word Processing Supervisors/Managers 63

26. Number of Word Processing Supervisors/Managers Who Operate Equipment. 64

27. Number of Organizations Providing Training for Word Processing Supervisors/Managers 64

28. Type and Extent of Prior Training for Present Position Identified by Word Processing Supervisors/Managers 65

29. Perceived Need for On-Going Training of Word Processing Supervisors/Managers 66

30. Rank Order of On-Going Training Needs Cited by Word Processing Supervisors/Managers 67

31. Existence of Career Paths for Word Processing Supervisors/Managers 68

32. Job Titles of Employees Who Operate Word Processing Equipment 69

33. Sources of Initial Training on Magnetic Media for Word Processing Operators/Correspondence Secretaries Cited by Word Processing Supervisors/Managers 70

Table Page

34. Type and Extent of In-Service/Other Equipment Training Received by Newly Employed Word Processing Operators/Correspondence Secretaries as Identified by Word Processing Supervisors/Managers 71

35. Number of Responding Organizations Administering Employment Tests to Potential Word Processing Operators/Correspondence Secretaries 72

36. Types of Employment Tests Administered to Potential Word Processing Operators/Correspondence Secretaries . . . 73

37. Number of Responding Organizations Requiring Minimum Typing Speed for Potential Entry-Level Word Processing Employees 73

38. Minimum Typing Speed Required for Potential Word Processing Operators/Correspondence Secretaries 74

39. Ranking of Employment Factors Considered in Hiring Word Processing Operators/Correspondence Secretaries as Indicated by Word Processing Supervisors/Managers . . . 75

40. Major Recruiting Sources of Word Processing Personnel as Identified by Word Processing Supervisors/Managers . . . 77

41. Number of Responding Organizations Using Work Measurement System 78

42. Type of Work Measurement System Used 78

43. Word Processing Work Measurement Use as Identified by Word Processing Supervisors/Managers 79

44. Editing Policy Used in Responding Organizations as Identified by Word Processing Supervisors/Managers 79

45. Responsibility for Proofreading as Indicated by Word Processing Supervisors/Managers 80

46. Level of Importance of Training on Various Types of Equipment Prior to Employment as Identified by Word Processing Supervisors/Managers 81

47. Where Equipment Skills Should be Learned as Indicated by Word Processing Supervisors/Managers 83

48. Length of Learning Curve for Newly Employed Word Processing Operators/Correspondence Secretaries as Identified by Word Processing Supervisors/Managers 85

Table Page

49. Existence of Major Weaknesses of Entry-Level Word Processing Operators/Correspondence Secretaries as Indicated by Word Processing Supervisors/Managers 86

50. Major Weaknesses of Entry-Level Word Processing Operators/Correspondence Secretaries as Identified by Word Processing Supervisors/Managers 87

51. Extent of Involvement in Decision Making About Equipment as Identified by Word Processing Supervisors/Managers 88

52. Additional Training Needed for Entry-Level Word Processing Operators/Correspondence Secretaries 89

53. Regional Locations of Responding Organizations 99

54. Nature of Responding Organizations 100

55. Sex of Word Processing Operators/Correspondence Secretaries 100

56. Age of Word Processing Operators/Correspondence Secretaries . 101

57. Length and Type of Previous Office Experience of Word Processing Operators/Correspondence Secretaries 102

58. Present Job Titles of Word Processing Operators/Correspondence Secretaries 103

59. Length of Time in Present Positions of Word Processing Operators/Correspondence Secretaries 104

60. Educational Background of Word Processing Operators/Correspondence Secretaries 105

61. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Typing Different Kinds of Documents 107

62. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Typing of Various Materials and Projects . . . 108

63. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Typing from Various Inputs 109

64. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Other Typing-Related Operations 110

Table Page

65. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Records Management Duties 112

66. General Job Responsibilities and Duties of Word Processing Operators/ Correspondence Secretaries Frequency of Performing General Clerical Duties 113

67. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Duties Relative to Office Machines and Equipment. 114

68. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Duties Relative to the Telephone 116

69. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Performing Various Office Procedures 118

70. General Job Responsibilities and Duties of Word Processing Operators/Correspondence Secretaries Frequency of Performing Various Administrative Duties . . 120

71. Approximate Percentage of Total Working Time Spent on Areas of Responsibility by Word Processing Operators/ Correspondence Secretaries 122

72. Sources of Initial Training on Magnetic Media for Word Processing Operators/Correspondence Secretaries 123

73. Type and Extent of In-Service/Other Equipment Training Received by Newly Employed Word Processing Operators/ Correspondence Secretaries 124

74. Source of On-Going Training of Word Processing Operators/ Correspondence Secretaries 125

75. Existence of Established Career Path for Word Processing Operators/Correspondence Secretaries 125

76. Major Weaknesses of Word Processing Operators/Correspondence Secretaries. 127

77. Employment "Likes" Cited by Word Processing Operators/ Correspondence Secretaries 128

78. Employment "Dislikes" Cited by Word Processing Operators/ Correspondence Secretaries 129

Table Page

79. Level of Importance of Typewriting Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 130

80. Where Typewriting Competencies Should Be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 132

81. Level of Importance of Competencies Related to Typewriting From Various Inputs Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 133

82. Where Competencies Related to Typewriting From Various Inputs Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 134

83. Level of Importance of Other Typewriting Operational Competencies Needed Entry-Level Word Processing Operators/Correspondence Secretaries 135

84. Where Competencies Related to Typewriting Operations Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 137

85. Level of Importance of Other Concomitant Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 138

86. Where Other Concomitant Typewriting Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 140

87. Level of Importance of Records Management and Telephone Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 141

88. Where Records Management and Telephone Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 142

89. Level of Importance of Office Machine and Equipment Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 143

90. Where Office Machine and Equipment Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 145

91. Level of Importance of Data Collection, Research, and Mathematics Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 146

Table | Page

92. Where Data Collection, Research, and Mathematics Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 147

93. Level of Importance of Grammatical Skills Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 148

94. Where Grammatical Skills Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 149

95. Level of Importance of General Clerical and Administrative Skills Competencies Needed by Entry-Level Word Processing Operators/Correspondence Secretaries 151

96. Where General Clerical and Administrative Competencies Should be Learned by Entry-Level Word Processing Operators/Correspondence Secretaries 152

97. Regional Locations of Responding Organizations 161

98. Nature of Responding Organizations 162

99. Sex of Administrative Support Supervisors/Managers 163

100. Age of Administrative Support Supervisors/Managers 163

101. Length and Type of Previous Office Experience of Administrative Support Supervisors/Managers 164

102. Present Job Titles of Administrative Support Supervisors/Managers. 165

103. Length of Time in Present Positions of Administrative Support Supervisors/Managers 166

104. Educational Background of Administrative Support Supervisors/Managers 167

105. Length of Time Document Preparation has been Separated Totally or Partially from Administrative Support Functions 167

106. Administrative Support Organizational Patterns of Responding Organizations 168

107. Types of Decentralized Administrative Support Organizational Patterns in Responding Organizations 168

Table Page

108. Organization Structured for Custom Typing Performed by Administrative Support Personnel 169

109. Area Responsible for Administrative Support Budgeting and Reporting 169

110. General Areas of Responsibility of Administrative Support Secretarial Personnel in Responding Organizations 171

111. Estimated Number of Principals Using Administrative Support Services 172

112. Number of Administrative Support Employees by Level and Sex 172

113. Principals for Whom Administrative Support Secretaries Usually Provide Service 173

114. Persons From Whom Administrative Support Secretaries Receive Work Assignments 173

115. Utilization of Team Approach in Providing Service to Principals as Cited by Administrative Support Supervisors/Managers 174

116. Number of Employees Supervised by Administrative Support Supervisors/Managers 175

117. General Job Responsibilities and Duties of Administrative Support Supervisors/Managers Area 1--Planning Responsibilities 176

118. General Job Responsibilities and Duties of Administrative Support Supervisors/Managers Area 2--Organizing Responsibilities 177

119. General Job Responsibilities and Duties of Administrative Support Supervisors/Managers Area 3--Controlling Responsibilities 179

120. General Job Responsibilities and Duties of Administrative Support Supervisors/Managers Area 4--Directing and Coordinating Responsibilities . . . 180

121. Approximate Percentage of Total Working Time Spent on Areas of Responsibility by Administrative Support Supervisors/Managers 181

Table | Page

122. Administrative Support Provided by Administrative Support Supervisors/Managers 182

123. Number of Organizations Providing Training for Administrative Support Supervisors/Managers 182

124. Type and Extent of Training for Present Position by Employing Organization for Administrative Support Supervisors/Managers 183

125. Perceived Need for On-Going Training for Administrative Support Supervisors/Managers 184

126. Rank Order of On-Going Training Needs Cited by Administrative Support Supervisors/Managers 185

127. Existence of Career Paths for Administrative Support Supervisors/Managers 186

128. Job Titles of Employees Who Perform Nontyping Secretarial Duties 187

129. Sources of Initial Basic Office Training of Administrative Support Secretaries Cited by Administrative Support Supervisors/Managers 188

130. Type of In-Service/Other Training Received by New Administrative Support Secretaries in Responding Organizations as Identified by Administrative Support Supervisors/Managers 188

131. Extent of In-Service/Other Training Received by New Administrative Support Secretaries as Identified by Administrative Support Supervisors/Mangers 189

132. Number of Responding Organizations Administering Employment Tests to Potential Administrative Support Secretaries 190

133. Types of Employment Tests Administered to Potential Administrative Support Secretaries 190

134. Number of Responding Organizations Requiring Typing Skills of Administrative Support Secretaries 191

135. Minimum Typing Speed Required for Potential Administrative Support Secretaries 191

136. Number of Responding Organizations Requiring Shorthand Skills of Administrative Support Secretaries 192

137. Number of Responding Organizations Preferring Shorthand Skills of Administrative Support Secretaries 192

Table Page

138. Importance of Employment Factors Considered in Hiring Administrative Support Secretaries as Indicated by Administrative Support Supervisors/Managers 194

139. Major Recruiting Sources of Administrative Support Secretaries as Identified by Administrative Support Supervisors/Managers 195

140. Number of Responding Organizations Using Work Measurement System 196

141. Systems Used to Measure Production of Administrative Support Secretaries 196

142. Use of Results of Work Measurement of Administrative Support Secretaries 197

143. Existence of Major Weaknesses of Entry-Level Administrative Support Secretaries as Indicated by Administrative Support/Supervisor/Managers 198

144. Major Weaknesses of Entry-Level Administrative Support Secretaries as Identified by Administrative Support Supervisors/Managers 199

145. Additional Training Beyond that for Traditional Secretaries Needed for Entry-Level Administrative Support Secretaries 200

146. Regional Locations of Responding Organizations 210

147. Nature of Responding Organizations 211

148. Sex of Administrative Support Secretaries 212

149. Age of Administrative Support Secretaries 212

150. Length and Type of Previous Office Experience of Administrative Support Secretaries 213

151. Present Job Titles of Administrative Support Secretaries . 214

152. Length of Time in Present Positions of Administrative Support Secretaries 215

153. Educational Background of Administrative Support Secretaries 215

154. Person From Whom Administrative Support Secretaries Receive More Than 50 Percent of Work 216

16

Table Page

155. Number of Principals Administrative Support Secretaries Assist With Administrative Support Services 217

156. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Performing Written Communications Duties . . . 219

157. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Performing Oral Communications Duties. 223

158. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Duties Providing Assistance to the Principal . 224

159. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Performing Recordkeeping Duties. 227

160. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Performing Office Administration Duties . . . 230

161. General Job Responsibilities and Duties of Administrative Support Secretaries
Frequency of Use of Machines. 232

162. Approximate Percentage of Total Working Time Spent on Areas of Responsibility by Administrative Support Secretaries . . 234

163. Sources of Initial Basic Office Training Cited by Administrative Support Secretaries 235

164. Sources of In-Service/Other Training of Administrative Support Secretaries 236

165. Existence of Career Paths for Administrative Support Personnel 236

166. Major Weaknesses of Administrative Support Secretaries . . . 237

167. Employment "Likes" Cited by Administrative Support Secretaries 238

168. Employment "Dislikes" Cited by Administrative Support Secretaries 239

169. Level of Importance of Typewriting Competencies Needed by Entry-Level Administrative Support Secretaries 241

170. Where Typewriting Competencies Should be Learned by Entry-Level Administrative Support Secretaries 242

Table Page

171. Level of Importance of Competencies Related to Typewriting From Various Inputs Needed by Entry-Level Administrative Support Secretaries 243

172. Where Competencies Related to Typewriting From Various Inputs Should be Learned by Entry-Level Administrative Support Secretaries 244

173. Level of Importance of Other Typewriting Competencies Needed by Entry-Level Administrative Support Secretaries . 245

174. Where Other Typewriting Competencies Should be Learned by Entry-Level Administrative Support Secretaries 248

175. Level of Importance of Concomitant Competencies Needed by Entry-Level Administrative Support Secretaries. 250

176. Where Concomitant Competencies Should be Learned by Entry-Level Administrative Support Secretaries 252

177. Level of Importance of Records Management Competencies Needed by Entry-Level Administrative Support Secretaries . 254

178. Where Records Management Competencies Should be Learned by Entry-Level Administrative Support Secretaries 255

179. Level of Importance of Telephone Competencies Needed by Entry-Level Administrative Support Secretaries 256

180. Where Telephone Competencies Should be Learned by Entry-Level Administrative Support Secretaries 258

181. Level of Importance of Office Machine and Equipment Competencies Needed by Entry-Level Administrative Support Secretaries 259

182. Where Office Machine and Equipment Competencies Should be Learned by Entry-Level Administrative Support Secretaries . 261

183. Level of Importance of Mail Handling Duties Needed by Entry-Level Administrative Support Secretaries 263

184. Where Mail Handling Competencies Should be Learned by Entry-Level Administrative Support Secretaries 264

185. Level of Importance of Data Collection and Research Competencies Needed by Entry-Level Administrative Support Secretaries 265

18

Table Page

186. Where Data Collection and Research Competencies Should be Learned by Entry-Level Administrative Support Secretaries 267

187. Level of Importance of Grammatical Skills Needed by Entry-Level Administrative Support Secretaries 268

188. Where Grammatical Skills Should be Learned by Entry-Level Administrative Support Secretaries 269

189. Level of Importance of Financial, Bookkeeping, and Mathematical Competencies Needed by Entry-Level Administrative Support Secretaries 270

190. Where Financial, Bookkeeping, and Mathematic Competencies Should be Learned by Entry-Level Administrative Support Secretaries 271

191. Level of Importance of General Clerical Skills Needed by Entry-Level Administrative Support Secretaries 273

192. Where General Clerical Skills Should be Learned by Entry-Level Administrative Support Secretaries 274

193. Level of Importance of Administrative Skills Needed by Entry-Level Administrative Support Secretaries 275

194. Where Administrative Skills Should be Learned by Entry-Level Administrative Support Secretaries 276

195. Regional Locations of Responding Organizations 288

196. Nature of Responding Organizations. 289

197. Kinds of Word Processing Document Production Applications Used by Principals/Originators 290

198. Number of Responding Principals/Originators Indicating That Word Processing Document Production is a Benefit . . 290

199. Greatest Benefits of Word Processing Document Production as Identified by Principals/Originators 291

200. Number of Principals/Originators Indicating That Word Processing Document Production Has Shortcomings 292

201. Greatest Shortcomings of Word Processing Document Production as Identified by Principals/Originators . . . 293

202. Number of Principals/Originators Indicating Satisfaction With Other Secretarial Support 294

Table | Page

203. Suggestions for Improving Other Secretarial Support as Indicated by Principals/Originators 295

204. Indication of Need for Additional Secretarial Help on Jobs Now Handled by Principals/Originators 296

205. Additional Activities for Secretaries to Perform to Help Principals/Originators 297

206. Capability of Present Secretarial Personnel to Perform Additional Activities in Organizations 298

207. Training Areas to Provide More Effective Secretarial Support as Indicated by Responding Principals/Originators 299

208. Regional Locations of Responding Organizations 302

209. Nature of Responding Organizations 303

210. Changes in Number of Word Processing Employees Anticipated by Top/Middle-Management Decision Makers 304

211. Changes in Number of Principal/Originators Using Word Processing Services Anticipated by Top/Middle-Management Decision Makers 305

212. Equipment Changes Anticipated in the Next Five to Ten Years as Indicated by Top/Middle-Management Decision Makers . . 306

213. Changes in Organizational Structure for Processing Written and Oral Communications Anticipated by Top/Middle-Management Decision Makers 307

214. Changes Relating to Merging of Word Processing and Data Processing Anticipated by Top/Middle-Management Decision Makers 308

215. Changes in Types of Oral and/or Written Communications Processed Anticipated by Top/Middle-Management Decision Makers 309

216. Changes in Selection and Training of Word Processing Personnel Anticipated by Top/Middle-Mangement Decision Makers 310

217. Changes in Career Paths for Word Processing Employee Personnel Anticipated by Top/Middle-Management Decision Makers 311

218. Summary of Kinds of Data Collected From Each of the Seven Interview Instruments 326

TABLE OF CONTENTS

Page

LETTER FROM NATIONAL DELTA PI EPSILON PRESIDENT . . . . Cover

PREFACE AND ACKNOWLEDGMENTS i

LIST OF TABLES iii

Chapter

1. NATURE AND SCOPE OF THE STUDY 1
    - Introduction 1
    - Need for the Study 1
    - Statement of the Problem 3
    - Purpose of the Study 3
    - Delimitations of the Study 4
    - Limitations of the Study. 4
    - Definition of Terms 5
    - Preliminary Organization of the Study 7
    - Sampling Procedure 7
    - Preparation of Survey Instruments 9
    - Training and Interview Processing 10
    - Analysis of Data 11
    - Organization of the Study 11
2. REVIEW OF RELATED LITERATURE 13
    - Growth and Development of Word Processing 13
        - Growth and Development in the Past 14
        - Growth and Development in the Present 17
        - Projected Growth and Development in the Future . . . 24

Chapter Page

Recent Word Processing Studies by Business Educators . 26

Research Related to Employment Qualifications . . . 26

Spring Study (1977) 26

Sisco Study (1978) 27

Stelzner Study (1978) 28

Moody Study (1978) 28

Research Related to Secretarial Tasks 31

Bragg Study (1976) 31

Murranka Study (1979) 31

Research Related to Job Satisfaction 32

Snead Study (1971) 32

Casady Study (1973) 32

Reiff Study (1974) 33

Benjamin Study (1976) 33

Kutie Study (1977) 34

Mitchell Study (1978) 35

Research Related to Curricular Implications 36

Kusek Study (1974) 36

Powell Study (1975) 37

Rohrer Study (1978) 38

Shearer Study (1978) 38

Larson Study (1980) 39

Recent Periodical Literature 39

3. RESPONSES OF WORD PROCESSING SUPERVISORS/MANAGERS . . . 41

Personal Data 42

Regional Locations and Nature of Organizations . . . 42

22

Chapter Page

Number of Office Employees in the Organization 42
Sex and Age 43
Length and Type of Previous Office Experience 45
Present Job Title 45
Length of Time in Present Position 45
Opinions About Job-Related Topics 46
Word Processing Organizational Patterns 46
Organizational Structure for Typing 49
Area Responsible for Word Processing 49
Word Processing Personnel's Areas of Responsibility . 50
Word Processing Secretaries Having "Back-Up" Responsibilities 51
Number of Principals Using Word Processing 52
Number of Word Processing Employees by Level and Sex 52
Relationship to Principals 53
Kinds of Typing Jobs Handled by Word Processing Equipment 54
Kinds of Input for Word Processing Center 54
Number of Employees Supervised 54
Job Responsibilities and Duties 54
Planning Responsibilities 57
Organizing Responsibilities 59
Controlling Responsibilities 59
Directing and Coordinating Responsibilities 59
Total Working Time 59
Operation of Word Processing Equipment 59

Chapter Page

Training for Present Position 59

On-Going Training Needs 66

Career Path Opportunities 66

Job Titles for Operators of Word Processing Equipment 68

Training Practices 68

Initial Training on Magnetic Media 68

In-Service and Other Equipment Training 70

Employment Testing 72

Importance of Factors Considered in Hiring 74

Employee Recruitment 76

Work Measurement Systems 76

Editing and Proofreading Policy 76

Equipment Training Needed Prior to Employment 80

Length of Learning Curve 85

Job-Related Weaknesses of Word Processing Operators/ Correspondence Secretaries 85

Selection of Equipment 86

Additional Training Needed 86

Summary of Most Frequent Responses 88

Discussion 93

Profile of Word Processing Supervisors/Managers . . . 93

General Job Responsibilities of the Word Processing Supervisors/Managers 94

Organizational Structure of Word Processing 95

General Areas of Word Processing Responsibility . . . 95

Training 96

Entry-Level Requirements of Word Processing Operators 97

Chapter Page

4. RESPONSES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES 98

Personal Data 98

Regional Locations and Nature of Organizations . . . 98

Sex and Age 99

Length and Type of Previous Office Experience 101

Present Job Title 102

Length of Time in Present Position 102

Educational Background 104

Opinions About Job-Related Topics 104

Job Responsibilities and Duties 104

Typewriting and Transcription 106

Records Management 111

General Clerical 111

Office Machines and Equipment 111

Telephone 111

Office Procedures 111

Administrative 117

Total Working Time 117

Training Practices 117

Initial Training on Magnetic Media 117

In-Service and Other Equipment Training 117

On-Going Training 117

Career Path Opportunities 123

Job-Related Weaknesses of Word Processing Operators/ Correspondence Secretaries 126

Employment "Likes" of Present Job 126

Chapter | Page

Employment "Dislikes" of Present Job 126

Needed Competencies and Where They Should be Learned 128

Typewriting Competencies 129

Records Management and Telephone Competencies . . 139

Office Machine and Equipment Competencies 139

Data Collection, Research, and Mathematics Competencies 144

Grammar Skills 144

General Clerical and Administrative Skills 150

Summary of Most Frequent Responses 150

Discussion 155

Profile of Word Processing Operators/Correspondence Secretaries 155

General Job Responsibilities of Word Processing Operators/Correspondence Secretaries 156

Training 156

Weaknesses, Likes, and Dislikes 157

Needed Competencies of Entry-Level Word Processing Operators 157

5. RESPONSES OF ADMINISTRATIVE SUPPORT SUPERVISORS/ MANAGERS 160

Personal Data 161

Regional Locations and Nature of Organizations . . . 161

Sex and Age 161

Length and Type of Previous Office Experience . . . 162

Present Job Title 164

Length of Time in Present Position 164

Educational Background 164

Opinions About Job-Related Topics 166

Chapter Page

Separation of Document Preparation from Administrative Support Functions 166

Administrative Support Organizational Patterns . . . 166

Administrative Support Personnel Performing Custom Typing 166

Responsibility for Administrative Support Budgeting and Reporting 169

Administrative Support Personnel's Areas of Responsibility 170

Number of Principals Using Administrative Support Services 170

Number of Administrative Support Employees by Level and Sex 170

Relationship to Principals 170

Source of Work Assignments for Administrative Support Secretaries 170

Team Approach in Providing Service to Principals . . 170

Number of Employees Supervised 174

Job Responsibilities and Duties 174

  Planning Responsibilities 175

  Organizing Responsibilities 175

  Controlling Responsibilities 178

  Directing and Coordinating Responsibilities . . . 178

Total Working Time 178

Administrative Support Provided 178

Training for Present Position 178

On-Going Training Needs 184

Career Path Opportunities 184

Job Titles for (Nontyping) Secretaries 184

Chapter Page

Training Practices 186

Initial Basic Office Training 186

In-Service/Other Training Received 186

Employment Testing 187

Typing Requirements 191

Shorthand Skills 192

Importance of Factors Considered in Hiring 193

Employee Recruitment 193

Work Measurement Systems 193

Job-Related Weaknesses of Administrative Support Secretaries 197

Additional Training Needed 198

Summary of Most Frequent Responses 198

Discussion 204

Profile of Administrative Support Supervisors/Managers 204

General Job Responsibilities of Administrative Support Supervisors/Managers 205

Organizational Structure of Administrative Support. 205

General Areas of Administrative Support Responsibility 206

Training 206

Entry-Level Requirements of Administrative Support Secretaries 207

6. RESPONSES OF ADMINISTRATIVE SUPPORT SECRETARIES . . . 209

Personal Data 210

Regional Locations and Nature of Organizations . . 210

Sex and Age 211

Chapter Page

Length and Type of Previous Office Experience . . . 212

Present Job Title 213

Length of Time in Present Position 213

Educational Background 214

Opinions About Job-Related Topics 216

Person From Whom Work Is Obtained 216

Number of Principals Assisted 216

Job Responsibilities and Duties 217

Written Communication 218

Oral Communication 218

Assistance to the Principal 218

Recordkeeping 218

Office Administration 229

Use of Machines 229

Total Working Time 229

Training Practices 229

Initial Basic Office Training 229

On-Going Training 229

Career Path Opportunities 235

Job-Related Weaknesses of Administrative Support Secretaries 235

Employment "Likes" About Present Job 238

Employment "Dislikes" About Present Job 239

Needed Competencies and Where They Should be Learned 239

Typewriting and Transcription Competencies . . . 240

Records Management Competencies 247

Telephone Competencies 247

Chapter Page

Office Machine and Equipment Competencies 257

Mailing Competencies. 257

Data Collection and Research Competencies 257

Grammar Skills. 266

Financial, Bookkeeping, and Mathematical Competencies 266

General Clerical Skills 272

Administrative Skills 272

Summary of Most Frequent Responses 272

Discussion. 279

Profile of Administrative Support Secretaries . . . 279

General Job Responsibilities of Administrative Support Secretaries 280

Training 283

Needed Competencies of Entry-Level Administrative Secretaries 284

7. RESPONSES OF PRINCIPALS/ORIGINATORS 287

Opinions About Word Processing 287

Regional Locations and Nature of Organizations . . 287

Kinds of Word Processing Applications Used. 288

Benefits of Word Processing in Organizations. . . . 288

Shortcomings of Word Processing in Organizations. . 289

Satisfaction With Other Secretarial Support 292

Summary of Most Frequent Responses. 296

Discussion. 300

Word Processing Applications. 300

Major Benefits and Shortcomings of Word Processing. 300

Chapter Page

Level of Support From Other Secretarial Support . . . 301

8. RESPONSES OF TOP/MIDDLE-MANAGEMENT DECISION MAKERS. . . . 302

Opinions About Word Processing. 302

Regional Locations and Nature of Organizations. . . . 302

Changes in Number of Word Processing Employees. . . . 303

Changes in Number of Principals/Originators Using Word Processing 304

Equipment Changes Anticipated 304

Changes in Organizational Structure for Processing Written and Oral Communications 305

Changes Relating to Merging of Word Processing and Data Processing 307

Changes in Types of Oral and/or Written Communications. 307

Changes in Selection and Training of Word Processing Personnel. 308

Changes in Career Paths for Word Processing Employees 308

Additional Comments 309

Summary of Most Frequent Responses. 310

Discussion. 312

Growth. 312

Equipment Changes 312

Organizational Structure. 313

Merging of Word Processing and Data Processing. . . . 313

Types of Communication. 313

Selection and Training. 314

Career Paths. 314

General Outlook 314

Chapter — Page

9. THE FUTURE OF WORD PROCESSING AND ITS EFFECT ON EDUCATION ON FUTURE EMPLOYEES 315
  Opinions About the Future of Word Processing. 315
    Changes in the Office 315
    Changes in Employee Opportunities and Skill Requirements. 316
    Changes in Objectives and Goals of Word Processing. . 318
    Changes in Technology 319
  Summary of Responses. 319
  Discussion. 320
    Word Processing/Data Processing 320
    Word Processing Growth. 321
    Employee Requirements 322
    Role of Education 322
    Productivity. 323
    General Outlook 324
10. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 325
  Summary 325
  Conclusions 328
  Recommendations 331
REFERENCES CITED. 334
APPENDICES. 339

Chapter 1

NATURE AND SCOPE OF THE STUDY

Introduction

In the last two decades, business firms of every size throughout the nation have experienced an unprecedented increase in the amount of paperwork generated in an effort to handle communication needs. Parallel to this increase in volume has come the realization that the quality and effectiveness of business communications have decreased, while communication operating expenses have continued to increase.

In an effort to augment the office capacity for handling the paperwork explosion, while improving the quality and effectiveness of communications, a new concept called "word processing" has been developing. First introduced in the 1960s, the term refers to a systems approach to handling the communications needs of business which generally involves: (1) a change in the method of personnel utilization providing more work specialization and improved career opportunities for secretaries while freeing managers so that they have more time to plan, organize, and coordinate; (2) the use of text-editing typewriters with magnetic recording features; and (3) the use of machine dictation equipment for recording of ideas as they originate.

Need for the Study

When originally proposed, the need for the study was based upon the information available at that time. That perceived need is explained in the following paragraphs:

Business and office educators are responsible for preparing future office employees to perform satisfactorily on the job, to achieve personal satisfaction in a job, and to expect reasonable opportunities for career advancement. To achieve this goal, a study of the impact of word processing on the business office was considered necessary before valid, reliable career education could be made available to students interested in office work. Further, such a study was felt to be needed so that new curriculum materials could be developed, built around the realities of the current business office and incorporating objectives based upon the word processing competencies needed.

In order to prepare qualified personnel to function effectively in meeting the communication needs of business, business educators must have from the business community current information and projections for the future. Without such information, the likelihood is that office education teachers will continue to prepare students for "the office that was" rather than for the offices that are and that will be.

While business educators had conducted some research in the word processing area, those studies were primarily dissertations and master's theses which were too limited in scope to make broad generalizations reliable. A comprehensive, nationwide research project was needed to ascertain the impact of word processing concepts and equipment on the modern business office so as to provide positive direction for the preparation of office workers.

Since the original recognition of the need for the study, additional developments have indicated an even greater need for the study. Walter A. Kleinschrod, a leading editor, publisher, and observer of the office scene, stated:

> More and more businesses have been turning to word processing. Estimates vary, but today approximately 20,000 companies, government agencies, and other establishments have true word processing systems in operation. Many thousands more make isolated use of one or two pieces of word processing equipment without full-dimensional systems in the sense of designed workflows, professional supervision, productivity goals, and tie-ins to other types of office equipment. Whatever numbers, it's safe to say that most organizations' experience with word processing extends no more than three or four years' time. (Kleinschrod, 1979)

The entire information processing industry has one of the largest growth rates in the country. Sales of word processing equipment have been increasing at a rate of 40 to 50 percent annually ("Information--The Growth Curve Keeps Climbing," January 21, 1980:71). The International Word Processing Association grew from 3,998 members in January, 1978 to 6,000 members in January, 1979 to 10,900 members in July, 1980 (Viewpoints, 1980:1). Office-related literature contains an increasing amount of information about word processing and its applications.

Equal Employment Opportunity and Affirmative Action programs have been opening new occupational areas to women. As a result, many young women are entering professions such as law, medicine, engineering, and other occupations once considered the exclusive province of men. Hence, a secretarial shortage has developed.

All employment projections indicate that white-collar office workers will be in high demand. Clerical workers constitute the largest occupational group. Between 1978 and 1990, employment in these occupations is expected to grow from 16.9 to 21.7 million workers or 28 percent (Occupational Outlook Handbook, 1980:21). A U.S. News and World Report (January 21, 1980:67) article lists average annual openings until 1990 at 59,000 for typists and at 304,000 for secretaries and stenographers, the largest single field of all possible occupations. These occupations at the heart of office education programs are also the very ones being affected by word processing.

Employment needs are great at both the entry level and at higher levels of office occupations. This latter need was also brought out by Kleinschrod:

> As for the people providing these services, they are upwardly mobile. Like the systems they operate, they are reaching out to deal with more than secretarial concerns. From their respective bases as word processing or administrative support specialists, they are evolving into specialists for informaton services, aided by new kinds of equipment which are transforming today's WP/AS systems into bases for the information systems of the eighties. (Kleinschrod, 1979).

At the same time another phenomenon related to word processing has been occurring. Word processing is recognized as playing a more important role in all areas of information processing. Further reflecting the expanding role of word processing, the Executive Board of IWP has announced that the name of the organization is being changed to International Information/Word Processing Association.

In September, 1979, the editors of Word Processing Systems explained their magazine's name change from Word Processing World as follows:

> Word processing still has a world, but increasingly this world is coming to deal in systems of widening scope . . . . It is becoming more common for people to think of word processing as the core element which links up that wider range of various office systems . . . . Word processing was a new secretarial method, important but limited. Now, however, something even more important is attached to word processing--the concept of systems. ("The Story Behind Our Name Change," 1979:16)

The office is changing rapidly, and, indeed, word processing is at the center of the change. Therefore, office educators at every level--secondary through university--need information on which to base the development of curricula for improved preparation of office workers.

Statement of the Problem

The problem of the study was to determine current practices in word processing installations located in selected organizations throughout the United States. A related problem was to ascertain anticipated future developments in word processing to provide information for educational institutions preparing workers for the business office.

Purpose of the Study

The purpose of the study was to provide data for business management and business educators to use in making decisions about the impact of word processing on the business office. All levels of management need to understand the present status and likely future directions of word processing in order to determine the impact of word processing on the policies, procedures, equipment, and personnel in the offices of their firms. Business educators, in preparing students for office positions, must build into their programs the knowledge, skills, and competencies that future office workers will need in order to be able to function successfully in word/information processing systems.

In addition, a major purpose of the study was to provide a vehicle for better communication and relationships between business educators and word processing personnel as a result of the data collecting interviews. Furthermore, present office workers and those who will enter office occupations need to be aware of and able to adapt to the changes that are likely to be taking place in office work as a result of word processing. Finally, textbook publishers and equipment manufacturers need information concerning word processing education needs.

The findings of this study should serve as a partial basis for individuals in each of these groups to evaluate and adapt to changes brought about by the continuing development of word processing.

Delimitations of the Study

No attempt was made to study business office changes except those related to the development of word processing. It is recognized that there are other changes in the office that are affecting organizations and educational institutions preparing office workers; however, these are not a part of this study.

A portion of the study deals with duties, responsibilities, and competencies of various word processing personnel. No measurement of the capabilities of present employees or the degree of responsibility or competency needed was attempted. Rather, this study focused on identification and importance of items and opinions concerning where the competency should be learned.

No effort was made to study details of the relationship between word processing and data processing. Members of the Word Processing Committee recognized that there is a growing relationship between the two areas and some questions do delve into that relationship; however, the relationship is not explored in depth in this study.

Limitations of the Study

There were several limitations involved in the sampling process. First, the sample was intended to be representative of organizations involved in and committed to word processing and was not representative of all organizations. It was recognized that the responding organizations are, therefore, more heavily involved in word processing activities than is true for all organizations. However, it was felt that responding firms were more likely to be knowledgeable about word processing and likely to understand the full impact of word processing on the business office of the future.

The sample appears to be a nation-wide representation of organizations involved in word processing activities. However, there were some minor difficulties in gathering a representative sample. The North-Central region may be slightly over-represented in the sample because there were several cooperating word processing associations in that area in addition to the International Word Processing Association, a national organization. On the other hand, the existence of more word processing associations in the North Central region may be an indication of a stronger movement in word processing there. Also, the other regions may be slightly under-represented. During the summer of 1979 when the interviews were conducted, there were several gasoline shortages in some parts of the country, making it difficult for interviewers to drive considerable distances to conduct the interviews. There were also approximately seven organizations which had agreed to participate as a result of the random sampling process but which were not included in the final study because Delta Pi Epsilon members were not in the vicinity to conduct the interviews.

In addition, some firms not a part of the random sampling process were included in the data analysis. These firms were identified by Delta Pi Epsilon members as leaders in word processing in their geographical areas. Chi-square statistical tests comparing the responses of these firms and firms in the random sampling process indicated no significant differences. As a result, all firms were included in the data analysis since each group seemed to have similar characteristics and commitment to word processing.

There is also a limitation on the accuracy of the data gathering process. Volunteer interviewers from Delta Pi Epsilon Chapters administered the six extensive questionnaires. Chapter representatives received preliminary training, and the questionnaires were highly structured; however, there may be inconsistencies in the data as a result of the process. In addition, two of the questions on the Word Processing Supervisor/Manager Interview Form yielded seemingly inaccurate responses and were eliminated from the presentation: Question 9, dealing with educational levels of respondents, and Question 17, dealing with the relationship between traditional and word processing secretaries within the organization. Apparently because the questionnaires were validated by practicing word processing professionals and field-tested for reliability, all other answers were consistent.

Definition of Terms

This study dealt with current practices in offices which had incorporated word processing. Several references were used in establishing terminology for this study. Among the sources were glossaries published by Dartnell, the International Word Processing Association, and Word Processing Society, Inc. Definitions for the essential terms used throughout the study are as follows:

Administrative center--an area where secretarial specialists (administrative support secretaries) perform activities other than typing--mail handling, filing, telephoning, and special projects.

AS or administrative support--one of the two broad areas of specialization under word processing (the other being typing). In general, AS comprises all the nontyping tasks associated with traditional secretarial work carried out under administrative supervision.

Administrative support supervisor/manager--the person who has direct responsibility for administrative support within the organization and who supervises or manages all those providing administrative support.

Administrative support secretary--a secretary who generally performs all support functions other than typing for one or more principals--scheduling appointments, making travel arrangements, filing, receptionist duties, sometimes doing preliminary research, originating routine correspondence, etc. The AS secretary may also handle nonrecurring, custom tasks which require considering alternatives, making decisions based on ambiguous instructions, and a more responsive turnaround time.

Career paths--line of progression from one position to another, established by management to provide opportunities for advancement to higher level jobs.

CS or correspondence secretary--see definition for word processing operator/correspondence secretary.

Cross training--the switching of personnel among various work stations so that they may learn more than one job.

IWP--abbreviation for International Word Processing Association, an association concerned with the progress of word processing systems and methods.

Organization chart--shows graphically the line of authority, span of control, and responsibility for work in each function or department.

Principal--an individual within an organization who originates paperwork and requires secretarial support, whether it be document preparation and/or administrative support services--an executive; a work originator; a user.

Top/middle management decision maker--a high-level management person who makes decisions affecting the use of the word processing concept relative to equipment usage, the systems approach to communications, and effective use of qualified personnel.

Traditional secretary--a pre-word processing secretary; one employed as a general-purpose assistant to an executive to handle correspondence, phone calls, errands, and other random tasks, in contrast to an "administrative support secretary" or a "word processing operator/correspondence secretary."

WP or word processing--a way to transform ideas into written communications quickly and accurately through the use of automated equipment operated by skilled people using revised office procedures.

Word processing center/installation--an area equipped with word processing units and staffed by personnel for systematically processing written communication.

Word processing operator/correspondence secretary--a secretary in a work center, mini-cluster, work station, or large central center who performs production-oriented tasks. In this study, for purposes of conciseness, these individuals may sometimes be referred to as WP operators.

Word processing supervisor/manager--the person responsible for overseeing the word processing document-production function. In the case of a decentralized system, this person coordinates the work among the various centers or work stations in order to achieve the most effective results.

Work station--an identifiable work area for one person.

Preliminary Organization of the Study

Announcement of the study to be undertaken was made by the Executive Board of Delta Pi Epsilon through business education, word processing, and office management periodicals in the summer of 1978. Similar announcements were made by the International Word Processing Association at appropriate times through their Words, Viewpoint, and Pulsebeat publications.

A progress report on the study was made to participants at the Delta Pi Epsilon Research Conference on November 4, 1978, in Pittsburgh, Pennsylvania. The purpose of this meeting was to familiarize the delegates and other interested persons with the study and to explain how the Delta Pi Epsilon chapters could participate.

In November, 1978, a letter was mailed to all Delta Pi Epsilon chapter sponsors and presidents briefly explaining the word processing study and the extent of chapter participation needed. Each chapter was asked to return an enclosed form to the Word Processing Committee indicating the chapter's willingness to participate in the study.

Sampling Procedure

A form of random sample survey design was used to obtain a representative sample; the interview technique was used to obtain the data. To generalize the findings of the study to the entire country, it was necessary to draw a sample that would be representative of the organizations throughout the nation which had implemented word processing. The target population was those organizations with word processing installations, because such organizations would probably have the greatest commitment to and expertise in the development of word processing. To identify the target population, it was concluded that organizations having an affiliation with professional word processing associations would be most likely to have word processing installations.

The professional word processing association with the largest membership was the International Word Processing Association (IWP). At the time of the study about 6,000 IWP members belonged to 40 local chapters or held at-large memberships in the United States. About 3,600 of the members were estimated to be users of or representatives of organizations which had implemented word processing. Approximately 2,400 of the membership were judged to be consultants, educators, or vendors.

Although IWP could not make its membership list available for the study, the association cooperated by drawing a random sample of 1,200 (20 percent) names from their mailing list of members. Since the mailing list of the IWP did not distinguish types of members, such as those from organizations using WP, vendors, consultants, educators, etc., it was not possible to determine the type of membership or other characteristics of the population. Estimates were, however, that about 60 percent or 720 of the randomly drawn names would be members representing organizations with word processing facilities--the target population to be surveyed by interview.

In January, 1979, a letter explaining the study was mailed to the random sample of members of the International Word Processing Association requesting their assistance in the study. Members were asked to complete a brief questionnaire which included membership classification and requested all users to provide data concerning the nature of the organization they represented, whether they would participate in the study, and to supply answers to questions concerning the status of word processing in their organizations. The responses were returned to IWP, which forwarded them to the Word Processing Committee of Delta Pi Epsilon. IWP conducted one follow-up of nonrespondents. A total of 548 responses were received. Of these responses, 333 represented organizations with Word Processing facilities that agreed to participate in the study.

To determine whether or not the sample organizations were representative of the total population of organizations which have employees holding memberships in IWP, the following steps were taken:

1. Responses from the first mailing were compared with responses from subsequent mailings as a stability check. When there were no significant differences among the organizations responding to the first or second mailing, the likelihood was that the sample represented the population. Based upon the findings, generalizations could be made which applied to the total population. The questions selected for the stability check included those dealing with the following areas: region, nature of organization, organizational pattern, and number of office employees. Chi-square tests indicated no significant difference at the .05 level in the two sets of responses. As a result, it was concluded that the two groups came from the same population.

2. A comparison was made of responses to the questions on region, nature of organization, and number of office employees for those organizations indicating that they would or would not participate in the survey. When there were no significant differences in the responses, the sample probably represented the population, and the results could be generalized to the total population. Again, Chi-square tests indicated no significant differences between the two groups for the three variables. It was concluded that participants in the study did not differ significantly from nonparticipants.

An analysis of respondents indicated that, while most of the nation was well represented, there were geographical areas where no IWP members indicated they would participate in the study or where there was an inadequate response for the total number of organizations located in the region. As a result, the Word Processing Committee of DPE contacted several other regional professional word processing associations to solicit their help in building a more representative sample of the population. The following professional word processing associations agreed to participate and to contact their memberships to complete the sampling process in order to obtain a more representative sample: American Word Processing Association, Southwestern Ohio Word Processing/Administrative Support Group, Word Processing Association of Arkansas, Word Processing Association of Minnesota, Word Processing Association of Northwestern Ohio, Word Processing Association of Southwestern Missouri, and the Word Processing Society, Inc. An additional 74 firms with word processing centers agreed to participate in the study for a total of 407 organizations.

In addition, some other organizations with word processing facilities were interviewed although they were not part of the random sampling process. These other organizations volunteered to participate in the study or were solicited by local Delta Pi Epsilon chapter members who felt they should be included since they were local leaders in Word Processing in their areas. Chi-square tests indicated no significant differences between the randomly selected group and the arbitrarily chosen group in terms of region, nature of organization, and number of office employees. A final total of 341 organizations were surveyed and 336 usable responses received. Some organizations were not surveyed, for a variety of reasons: the organization's contact person changed; there was no Delta Pi Epsilon member in the area; the gasoline shortage in some parts of the country restricted travel at that time (particularly in California); or the DPE member was not able to schedule the interviews.

Preparation of Survey Instruments

Survey instruments concerning word processing were prepared for use in the interviews of selected top/middle-management decision makers, principals (users), word processing supervisors, word processing operators/correspondence secretaries, administrative support supervisors/managers, and administrative support secretaries. The instruments were carefully structured to obtain the best possible responses as a result of having so many business educators involved--one of the major purposes of the study. Content was determined by reading word processing and office management literature, examining related research, and studying personnel management. Each of the survey instruments was designed to elicit pertinent data that members of those groups could most accurately and adequately supply, based upon the usual job responsibilities and the authority of their positions.

For example, the word processing supervisors were queried about demographic background, word processing organizational structure and administrative policies, job duties and responsibilities of correspondence secretaries, and word processing equipment configurations. On the other hand, the principals (users) were asked to comment on the usefulness and effectiveness of word processing in their organizations and to cite improvements needed in the processing of written material. Demographic background data, skills and knowledge needed by word processing personnel, word processing equipment factors, and other such data were not believed to be appropriate to collect from principals (users). Such information would normally not be within the scope of their responsibility and authority.

The survey instruments were highly structured in order to collect as much data as possible in a limited time. To provide efficiency in tabulating and summarizing answers, some questions required only checkmark responses. When garnering responses to such predictive areas as what effect the respondents foresee word processing having on the office in the future, however, an open-end form of question was considered more effective. Hence, a combination of structured and open-end questions was used in most of the survey instruments.

The survey instruments were validated by a group of approximately twenty-five persons who were chapter members of the International Word Processing Association. These members were employed in organizations with word processing installations and were considered to be qualified respondents for the purpose of testing the survey instruments for readability, clarity, and general significance. Following validation procedures, the instruments were field-tested and further refined to ensure reliability of results.

An additional questionnaire was prepared to gather information from a group of well-known industry experts--word processing consultants, editors of office publications, and vendors. The six open-end questions were designed to elicit the views of these experts concerning the future of the field of word processing.

Training and Interview Processing

A follow-up letter was mailed in March, 1979, to the sponsors and presidents of Delta Pi Epsilon chapters which earlier had indicated a willingness to participate in the study. Each of the participating chapters was requested to have one representative attend the training session held on April 11, 1979, at the National Business Education

Association Convention in Chicago. Written and oral instructions for contacting the firms and conducting the interviews were given, and the survey instruments with accompanying guidelines for the interviewers were distributed to the chapter representatives. The purpose of the meeting was to answer questions concerning the study and to avoid the postage costs for mailing the survey instruments to the chapter. The chapter representative was instructed to explain the procedures to be followed in conducting the interviews to the other chapter members who would be involved in the interviewing process.

In those instances where Delta Pi Epsilon chapters were unable to send a representative to the meeting, materials were mailed. For those geographic areas where no Delta Pi Epsilon chapters were located, individual Delta Pi Epsilon members residing in the area were requested to carry out the research.

Completion of the data gathering was scheduled for July 15, 1979. Follow-up contact with participating Delta Pi Epsilon chapters was made in early July; but because of the severe gasoline shortage early in the summer, many of the interviews were delayed and completed materials were not received until late summer and early fall.

Analysis of Data

All responses were reviewed and data entered by a trained team of workers to assure consistent handling of the responses. Every tenth interview form was checked for coding and entry accuracy.

Data are presented primarily in terms of total numbers and percentages of respondents. While Chi-square tests were used in a preliminary analysis of data, only frequencies and percentages were used in the final data analysis.

Organization of the Study

Chapter 1 includes the introduction, the need for the study, a statement of the problem, the purpose of the study, delimitations and limitations of the study, and the methodology and procedures used in the study. Chapter 2 reviews related research and literature pertinent to the problem of the study.

The information collected through the Word Processing Manager/Supervisor interview forms is tabulated and presented in Chapter 3, and the responses to the Word Processing Operator/Correspondence Secretary interview forms are presented in Chapter 4. In a similar manner, the information collected through the Administrative Support Supervisor/Manager interview forms is presented in Chapter 5, while the Administrative Support Secretary information is presented in Chapter 6.

The information collected through the interviews with the Principal/Originators (Users) is tabulated and presented in Chapter 7. Responses about the future as viewed by Top/Middle-Management Decisionmakers will be found in Chapter 8. Chapter 9 presents the responses concerning the future as received from selected vendors, consultants, and press representatives in the office field.

Chapter 10 presents a summary of the study. This last chapter also presents the conclusions and recommendations based on the findings of the study.

Chapter 2

REVIEW OF RELATED LITERATURE

Growth and Development of Word Processing

The review of related literature was conducted to select and examine articles, reports, and research studies dealing with the growth, current status, and projected future directions of word processing. To assist the reader in gaining perspective concerning the field of word processing, only that literature considered most pertinent to this study is cited.

The multi-purpose nature of the study included provision of data for business leaders, business educators, present and future office workers, textbook publishers, and equipment manufacturers. The breadth and volume of the literature published during the last ten years for each of the groups targeted and the necessity for limiting the preliminary sections of the report in order to allow for a more thorough report of the findings required subjective judgment in determining the extent to which each topic would be discussed.

This chapter will present: (1) information on the growth and development of word processing, with emphasis on its current implementation in business organizations, and (2) findings of selected research studies completed by business educators.

In the mid-sixties, following the introduction of the IBM Magnetic Tape Selectric Typewriter, the term "word processing" came into use to connote a systems approach to more effective organization of people, procedures, and equipment in handling the communication needs of business.

Numerous definitions of word processing (WP) have been stated. Among the early ones was this definition by Dartnell: "The combination of people, procedures, and equipment that transforms ideas into printed communications and helps facilitate the flow of related office work." (1975:47) Anderson and Trotter (1974:8) offered the following definition of the concept:

> Word processing is the correct combination and specialization of people, procedures, and equipment that allows an organization (or individual) to transform its ideas into written communications at substantial savings over existing methods.

A recent glossary published by the Word Processing Society, Inc., (1979:34) defined WP as "a way to transform ideas into written communications quickly and accurately through the use of automated equipment operated by skilled people using revised office procedures."

Despite the lack of a single definition, it is clear from the literature that word processing incorporates three essential components--people (personnel), procedures, and equipment.

Growth and Development in the Past

An earlier study (Wagoner, 1967) which did not use the term "word processing" or suggest that new types of positions and job titles were impending, is considered significant in relation to the study being reported here for several reasons. The size of the office force, the extent of automation, and the type of business organization were found to make little difference at that time in the duties and functions generally performed by the secretary. However, it was concluded that the role of the secretary was changing because functions and duties related to written communication and "assisting" the executive were of greater importance than had been reported in the earlier studies. The role of the secretary was found to be affected by new kinds of knowledge needed and new types of duties which were performed with high frequency. The study showed that secretaries were gradually assuming more responsibility in written communications and composing more documents themselves. They were also being given assignments such as researching information, plotting graphs and charts, organizing meetings and conferences, and making travel arrangements.

In the initial stages of development of the concept of word processing, the functions and duties of "traditional" secretaries in the usual one-to-one boss/secretary relationship were divided into two categories. Word processing or correspondence secretaries had the primary responsibility for typing tasks. Administrative or administrative support secretaries were responsible primarily for the nontyping tasks of the secretary, such as receptionist duties, telephone, mail, filing, copying, and running errands. (Casady, 1973).

Division of secretarial tasks was designed to be the basis for establishing parallel career paths or ladders which would provide for job specialization, improved promotional opportunities, and career goals leading to supervisory or management roles not previously available to secretaries. (Anderson and Trotter, 1974).

Implementation of word processing in business organizations was heralded by equipment manufacturers and vendors in an article in *Business Week* as the solution to two major concerns of business management: (1) low productivity of office personnel, and (2) continual increases in office costs. (*The Office of the Future*, 1975:48).

During the early years of implementation of the word processing concept, the practice most widely used was that of setting up centralized word processing centers to which were directed the typing tasks required by originators of documents. Input to such centers was provided by longhand copy, rough draft copy, or dictation to a central recording unit in the center by way of telecommunications or direct wiring. (Reiff, 1974).

First-generation word processing typewriters, introduced in 1964, were designed primarily for repetitive typing of letters and other documents in volume. (Casady, 1973). Corrections, deletions, and revisions were possible without retyping the entire text. Keyboarding was done at "rough draft" speed, with corrections made by simply backspacing and striking over. Documents were stored on magnetic tapes or cards, and variable data could be inserted during playback by simply coding the recording media with instructions to stop at certain points.

Market research conducted by the Word Processing Institute revealed that by the early 1970s the word processing market was $1.2 billion. This figure represents the combined typewriting and dictation equipment market. (Word Processing Report, 1973).

Although word processing systems have been widely praised by many who have worked with them, there can be some problems which should not be overlooked. First, if a system is incorrectly designed, there may be a regressive movement back to the secretarial pool. Many organizations have solved this problem by decentralizing word processing through work groups and work stations designed for natural boundaries, e.g., a purchasing office or accounting department with its own center.

Second, top management personnel do not want to give up private secretaries, who represent status and authority. Proper initial planning with strong support of top management is necessary to help avoid this drawback.

Third, a lack of qualified secretarial personnel has hampered word processing growth.

An article in Management Review (Tepper, 1973) reported what seems to be the earliest in-depth examination of the administrative costs of continuing the traditional one-to-one secretarial role--the "private secretary." Tepper cited studies conducted by Naremco Services, Inc., in thirteen client firms. The studies revealed that "contrary to what is generally realized, secretarial-related problems are extremely costly to business organizations in terms of wasted labor charges and low levels of service." Naremco's findings noted that "endemic to the private-secretarial position" were such problems as (1) less than full-time availability to executives and managers served; (2) inability to satisfy large-scale priority typing requests; (3) low levels of productivity; and (4) low employee motivation. (Tepper, 1973:23).

The distribution of secretarial time spent in performing work during an average day in the thirteen companies studied revealed that the average private secretary was not available at all times to support managers and executives because of time spent on photocopying and messengering, coffee breaks and personal time, and filing activities. (Tepper, 1973:24)

In addition, the Naremco studies indicated that "the private secretary is unable to provide vital administrative support in the area of accomplishing large-scale priority typing tasks." Because there was no structure to handle such priorities in the majority of the companies studied, it was necessary for executives and managers to borrow other private secretaries to satisfy priority needs. Hard feelings often developed as a result of these situations. (Tepper, 1973:25)

Regarding low levels of productivity, the studies reported that private secretaries performed many unrelated tasks during each work day, with frequent interruptions at many points during completion of any one task. These interruptions had a negative effect on secretarial productivity and accuracy of work.

Another factor affecting employee productivity was waiting-for-work time (idle time), which varied widely and represented considerable company expense. In the companies studied, no work standards existed for the secretarial staff; therefore, management had no yardstick for determining acceptable levels of productivity or equitable standards of work. This lead to low morale among private secretaries.

Lack of motivation in private secretarial positions was pointed out because the positions lacked the criteria considered necessary for developing motivation in employees.

Tepper reported that private secretaries found it difficult to advance in responsibility. "Most often they remained as private secretaries with a fixed responsibility level for their entire working careers." (Tepper, 1973:28)

In terms of achievement and the work itself, work content was generally routine in nature in private secretarial positions. Because it was intellectually unchallenging, it did not provide real opportunities for secretaries to experience feelings of achievement.

Recognition of the quality of an employee's work is usually expressed by the granting of pay increases. Secretaries who have been employed within a company for a number of years, unfortunately, can find themselves at the top of the secretarial salary scale with little expectations for future raises.

Another factor having a negative impact on administrative costs pertained to misuse of secretarial skills. The Naremco studies showed that secretaries did not have opportunities fully to utilize acquired skills for which they were being compensated; many of the most competent and intelligent private secretaries indicated resentment of the fact that they did not have opportunities to perform more responsible jobs. (Tepper, 1973:30)

Tepper summarized the Naremco studies by commenting that although the private secretarial function is one that most executives believe essential, the private secretarial position results in low productivity, higher-than-necessary salary costs, and low service and employee morale levels. In his opinion, a new concept, "the administrative zone," could enable management to obtain the important objectives of better productivity and effective administrative support.

Simply stated, an administrative zone is a carefully planned grouping of support services placed near individuals requiring such services. Generally, the zone is under the direction of a single supervisor. The zone concept provides for secretarial staff to be divided into administrative and clerical personnel with various levels of responsibility and logical groupings of tasks. Routine tasks such as filing, photocopying, dictation services, and errands would be performed by specialized personnel within the zone, such as central file clerks, photocopier operators, and general clerical help. (Tepper, 1973:30)

Growth and Development in the Present

A survey was conducted in 1976 for Fortune Market Research by Belknap Marketing Services to help office equipment manufacturers direct their communications and marketing efforts most effectively. An effort was made in this survey to determine management agreement and disagreement with the then-current attitudes having to do with office productivity. The information so derived was expected to identify, within the management of major U.S. corporations, the areas of relative receptivity or resistance to the changes required for improved office productivity ("Management Attitudes Toward Office Productivity and Equipment Suppliers", 1976).

A Fortune survey's important finding which is considered pertinent to the present study is: "Top management is more resistant than middle management to changes in office procedures and personal relationships required to utilize office equipment technologies fully." ("Management Attitudes . . ., 1976:3)

When asked whether they (top management) agreed or disagreed with the statement, "I have more important things to worry about than office productivity," two-thirds of the respondents disagreed. While this finding was considered encouraging, the fact that the other one-third agreed with the statement was cause for concern. Disagreement was weaker than average not only among top and middle managers in manufacturing and production, where such a result might be expected, but also among those in general management and in sales and marketing.

Another statement in the survey was: "Traditional boss-secretary relationships are a luxury in these days of heavy pressure on costs." ("Management Attitudes . . ., 1976:15) Half of the respondents agreed with this proposition. However, the proportion in agreement dropped dramatically when the proposal affected the respondents personally.

A third statement closely related to the two previous ones cited and considered pivotal to relative personal receptivity or resistance to change was this one: "I would be willing to give up my personal secretary if my typing could be done faster and more efficiently." ("Management Attitudes . . ., 1976:14) This statement is actually the crux of the whole matter. With varying levels of conviction, a minority (29 percent) agreed; however, the resistance of the majority (68 percent) was evident.

The marketing research study conducted for *Fortune* magazine found that the groups with the strongest relative acceptance of change (or lower resistance to change) were: middle management in the first 500 industrials; middle management in finance, administration, and manufacturing; and top and middle managers whose correspondence was being handled by a centralized department.

An additional finding considered significant here is the fact that two-thirds of the executives agreed with the statement: "The manufacturers of office machines are advancing their technology faster than businessmen can afford to take advantage of it." Conversely, nearly three-quarters agreed that "The costs of the most modern office machines are more than offset by their greater productivity." (*"Management Attitudes . . .,"* 1976:3)

A new York consulting firm, Deutsch, Shea & Evans with the cooperation of IWP conducted a survey. (*Word Processing and Employment*, 1975) Findings were based on questionnaires completed by 278 members of IWP. The respondents represented a wide range of organizations including banking, real estate, and insurance; legal firms; manufacturing and merchandising; public and private educational institutions; hospitals; and federal, state, and local government departments.

One of the first concerns of managers considering the introduction of word processing into their organization was how it would affect the number of secretarial personnel the organization would need. Respondents' comments were interpreted as suggesting that because of increased efficiency, considerably fewer people would be needed to handle the paperwork load. Comments of those reporting increases in staff size (12 percent) indicated that this was due to increased usage by document originators. Seventy percent of the respondents reported 15 or fewer staff members involved in word processing installations.

When asked if special aptitudes were required for word processing secretaries, 81 percent responded affirmatively. The most frequently mentioned personality trait or characteristic needed referred to machine orientation and mechanical aptitude. Next in order of frequency was to enjoy working with new equipment.

A second survey was conducted by Deutsch, et al., entitled *Word Processing: Personnel, Organization, Equipment*, 1977. The findings reported were based on 751 responses from word processing managers and supervisors, almost 90 percent of whom were in the United States.

Respondents most frequently carried the title of supervisor or manager of the correspondence center and had been on the job four or fewer years. Fifty-four percent of the responding organizations indicated that they had begun implementing word processing in 1974 or later.

In this second survey, respondents placed the most emphasis on need for strong language skills, with the adaptability to equipment ranking second. The need for typing accuracy was cited by 30 percent of the respondents, and the need for typing speed was listed by 20 percent.

A large majority of responding users of word processing reported having a formal productivity measurement system. The preferred unit of measurement by almost two-thirds of the users was line count.

The approach to organization of word processing operations was predominantly centralized, although 14 percent reported establishment of multiple single stations, and 12 percent utilized multiple work groups.

Almost ten years after Wagoner reported that the secretarial function had two distinct components, and some years after International Business Machines Corporation (IBM) advocated dividing the functions into parallel job titles and career paths, the second Deutsch, Shea & Evans study showed that more than half of the responding organizations still did not have a separate administrative support function. However, 43 percent of the respondents had implemented such a function. (Word Processing: Personnel . . ., 1977:9)

In response to a question concerning equipment currently in use in 1977, respondents reported widespread use of mechanical standalone equipment (single card or tape and/or dual card or tape); one-fourth reported use of diskette video display standalones; 18 percent reported using shared logic equipment. A large percentage of the organizations indicated use of equipment with CRT (cathode ray tube) displays (47 percent). Sixty-five percent of the responding organizations planned to buy or lease automated typewriters or text editors within two years. Forty percent of the respondents revealed plans to buy dictation equipment within the next two years.

A study consisting of in-depth, personal interviews with fifty corporate decision makers was conducted for Newsweek (1977) by Starch Inra Hooper, Inc. "The objective of this survey was to determine knowledgeability about the attitudes toward the concept of word processing and use of word processing systems." (Word Processing: A Survey of Perceptions and Attitudes of Top Management, 1977:i).

One of the findings which emerged from this survey was that there was no consensus among corporate decision makers concerning a definition of a word processing system; rather, many had only a superficial understanding of the concept. Corporate executives who participated in the study also indicated that they had heard, or knew from experience, that senior executives and secretarial and administrative staff react badly to the disruption caused by the introduction of a word processing system.

Executives interviewed said that neither industry nor independent consultants had given them tools with which to do an accurate cost benefit analysis. Few knew how to implement a system. Apparently, of those organizations which had implemented word processing, executives believed that without intensive education and persuasion, equipment was not used productively and systems tended to increase rather than reduce operating costs.

Finally, the study for Newsweek pointed out the importance of knowledge about word processing concepts and equipment on the part of middle-management employees. Because middle management is positioned as liaison between the word processing industry and corporate decision makers, the decision makers often rely on their middle-management people to advise them.

In the roughly fifteen years since the inception and incorporation of word processing and word processors, drastic changes have occurred in both hardware design and features and potential capabilities. (Report on Word Processing, May, 1980:1) During that period also, thousands of business organizations of all sizes and types purchased equipment, set up new systems and procedures for handling paperwork, and redirected the functions and responsibilities of secretarial/clerical personnel. Many other indications of growing attention and concern with the world of the office can be pointed out.

Because of the burgeoning field of office automation, in the United States and Canada new professional organizations have been formed designed to provide continuous updating for owners, managers, word processing personnel at every level, and educators. The largest word processing organization at present is the IWP. Membership includes word processing supervisors and secretaries, managers and other office administrators, teachers, manufacturers' representatives, and consultants.

While not all organizations report "success stories," many articles in general-interest periodicals have carried positive reports on benefits achieved and expectations met through implementing word processing. In addition, magazines such as Administrative Management, The Office, and Modern Office Procedures have given more and more space to discussions and reports on word processing systems. New periodicals have begun publication with titles such as Words, the journal of the IWP; Word Processing World, (a Geyer-McAllister publication, the name of which was changed to Word Processing Systems with the September, 1979 issue); and The Word, the magazine published by the Word Processing Society, Inc.

By 1979, the word processing typewriter market alone was "estimated to be $500 million, with a current annual production rate of well over 50,000 units." (Report on Word Processing, March, 1979:2) The same source projected a total word processing market size of $5.5 billion by 1980 and reported more than 50 firms involved in the direct marketing of word processing equipment in the United States, with many more having "to-be-announced" systems.

Still, another indication of the constantly changing business office is the substantial growth in the number of consulting firms offering assistance with feasibility studies, systems design, and hardware selection and configuration--to name just a few of the many facets which comprise the information processing arena. More than 100 consulting firms were listed in Report on Word Processing (1980:2).

In addition to the periodicals identified earlier, a number of publications provide information concerning current developments in the area of management information systems, including word and data processing. For example, Datapro Research Corporation provides monthly reports in 21 areas related to office systems and technology. The Administrative Management Society publishes Impact: Information Technology monthly. Both of these groups offer management seminars regularly.

IWP's Sixth Salary Survey Results 1980 presented weekly salary figures for fifteen of the most widely accepted word processing positions. More than 2,000 companies and more than 25,000 employees from the United States and Canada were included in the salary listings. A total of 32 industry codes were used, including four new industries not included in the 1979 salary survey. This is another indication of the growth of the word processing industry.

Report on Word Processing (1980:2) provided information on types of organizations using word processing equipment, kinds of equipment in use, and the capabilities of that equipment:

> During the last ten years, service-oriented companies which regularly manipulate paper and which consider paperwork costs equivalent to a manufacturing organization's production costs have continued to be among the strongest advocates and users of word processing. Paper-intensive organizations include insurance companies, banks, law firms, and administrative government agencies.
>
> The most widespread application for word processing systems continues to be typing of letters and memos. Lengthy text-editing, statistical typing, and pre-printed forms preparation continue to increase. These last two word processing applications are spreading outside the service-oriented companies who were the first to use the automated typing equipment. Proposal-writing groups, purchasing offices, and accounting departments in a variety of companies (industrial, utility, transportation, shipping, and distribution firms) are now focusing attention upon this type of office automation.

More than 100 word processors now being sold can be classified in two main categories--standalone word processing equipment and multiterminal word processing systems.

A classic standalone word processor consists of a single-station configuration containing its own control logic. Within this classification are four specific types of standalone equipment:

1. Electronic typewriters
2. Standalone mechanical systems
3. Standalone "thin window" display systems
4. Standalone display-based systems

Standalone display-based equipment uses a keyboard and partial or full-page display terminal plus single or dual media drives and a separate printer. This type of work station is becoming the foundation of the automated office.

A multi-terminal word processing system is a configuration which incorporates more than one work station, with each station sharing one or more particular resource. This category of equipment includes shared logic and shared resource systems.

Much of the equipment in use today can perform several integrated functions such as data processing, electronic messages and mail, records management, mathematical computations, and interfacing with phototypesetting equipment. (Report on Word Processing, September, 1980:3)

A series of three articles in the January, 1979, Word Processing World summed up the growth in word processing. The first article, "We all Started Centralized," quoted WP managers in businesses which had started with centralized installations and remained centralized; other managers were quoted who had moved to decentralized organizational systems. Some organizations were using a combination of both types of systems. Primary reasons given for decentralizing were that "principals had to wait too long for the large center to turn their short documents around, and documents were of a highly diversified nature." (Word Processing World, January, 1979:13) Reasons for converting to mini-centers located near the departments served were that centers more accessible to users gave principals more confidence in the operation, and becoming skilled in specific tasks had upgraded operators' positions.

A second article in the series (Lewis, 1979:19) highlighted the increase in equipment types from which to choose and new systems to meet demands for more efficient and sophisticated equipment. For many WP installations, upgrading the operation of standalone text-editing units has been accomplished by interfacing them with OCR (Optical Character Reader) scanning equipment and interaction with a time-sharing device.

A third article (Cumpston, 1979:25) indicated that WP operations are at various stages of development. What they have in common is the growth, the reach outward to find better ways of handling the tasks that are currently being done, and the integration of other tasks which are integral to company work.

In late 1979 a study for Word Processing Systems queried 850 randomly chosen readers in an effort to measure the growth experienced by the WP community in the past decade and to project plans for the 1980s. Current installations were found to be extremely diversified in terms of organizational structure and operational methods; however, companies were learning to use their systems more effectively to handle increased applications and achieve greater productivity (Walshe, January, 1980:21).

According to this article, while the standardization of the terms WP and AS (administrative support) had grown, they still were not universally used. Titles also continued to show a wide variety, with slightly more than a fourth of those participating in the survey indicating that their title was WP supervisor; slightly less than 20 percent were called WP managers; 5 percent were called managers; and 1 percent were called AS supervisors.

Sixty-four percent of WP stations were in centralized locations. In 1975 the first user survey had indicated that nearly all operations were organized in that way. (Walshe, January, 1980:18). Also, 17 percent of WP operations were decentralized, and 19 percent reported using a combination operation (Walshe, January, 1980:19).

According to Walshe (January, 1980:22-23), the future of administrative support, although not growing as rapidly as WP, is bright. Only 50 percent of the respondents indicated having a formalized AS operation; however, 50 percent was considerably higher than the 30 percent obtained in a similar survey five years before. In addition, of those firms which did not have clearly defined administrative support services, 20 percent indicated that they were definitely going to set up AS systems.

A third survey conducted by Deutsch, et al., for IWP (*Human Resources and Word Processing*, 1979) examined the growth in word processing operations and the interface between the new word processing technology and the new-style American employees putting it to work. The findings reported were based on 1,103 responses from word processing supervisory and managerial personnel, 96 percent of whom were from the United States.

A comparison of the three surveys conducted by Deutsch, et al., indicates that dramatic growth has occurred both in the number and size of word processing departments. In the study published in 1975, only 46 percent of the sample had word processing departments, with the average number of people being eight and the median being five. In 1977, 72 percent of the respondents had word processing departments, with the average number of employees being nine and the median being five. In 1979, 98 percent reported having a word processing center, with a mean of thirteen people and a median of seven. According to these studies, the total number of persons working in word processing centers rose 108 percent from 1976 to 1978. There was a whopping 266 percent increase from 1974 to 1978.

According to the 1979 Deutsch survey, in the typical word processing department there were only two or three levels from trainee to senior word processing operator. Supervisory personnel in the majority of organizations (52 percent) operated word processing equipment, and 74 percent reported using work measurement systems; 36 percent had previous managerial or supervisory experience; 22 percent had been secretaries. In regard to staffing problems, 57 percent indicated that word processing operators were more difficult to recruit than secretaries, primarily because of the lack of people with word processing skills; and 28 percent said a major problem was the lack of trained, experienced people.

The equipment used by 21 percent of the respondents in the 1979 survey could interface with photocomposition equipment; 40 percent used their word processing systems for records processing; and 25 percent had "electronic mail/ message" capability. Asked about the potential effect of this latter capability on word processing staff size and operation, 52 percent said they did not know; 19 percent expected no change; and 15 percent anticipated staff growth and expanded operations.

Projected Growth and Development in the Future

In the last twenty years, the United States has evolved from being primarily an industrial economy--one based mainly on manufacturing--into an information economy. The main concerns of an information economy are the generation, handling, storage, retrieval, communication, and utilization of information. (Giuliano, 1979:1).

The decade of the seventies brought unforeseen and challenging developments in terms of the equipment, the available technology, and the concepts themselves and the way they were used in the office--the area of business responsible for handling the processing of information.

With the beginning of a new decade, many articles have appeared in business periodicals predicting what is to come. Jerry Tellefsen, a vice president of a management consulting firm, in a round-table discussion (Word Processing Systems, January, 1980:14) suggested that "we are going to go through an evolution in the office. This evolution will be spurred by more advanced office systems produced by equipment manufacturers, for which word processing will be the springboard." He predicted that management will try to improve productivity of professional staffs by training for more effective equipment use. In a large organization, Tellefsen believes this will involve some kind of standardization of duties and responsibilities of personnel. He further predicted standardization within organizations as to kinds of equipment and the use and feasibility of certain kinds of equipment.

In the same publication, Melody Johnson, senior consultant of a market and information research consulting firm, spoke of requirements of the people in the office, both secretaries and managers. She anticipates by 1984 a shortage of personnel to meet word processing requirements for employees. Automated equipment will make up the gap, but something has to happen to the people in the office as well. What must change are the roles of personnel involved in the equipment change--administrative and correspondence secretaries and "go-fer" types.

Johnson believes there is much waste in terms of executive productivity in middle management. Much delegatable work such as copying and waiting for or answering calls could easily be done by a managerial secretary prepared to take over functions a manager can delegate. She suggests that a third-level administrative person has to evolve, a position she says will be basically the "go-fer." This might be a good job for the many women in the job market today who really want to limit their job responsibilities. Assumption of the tasks which currently make people very nonproductive would help increase overall productivity in the office.

Finally, Johnson said that any middle management personnel who do not make decisions of any kind can be eliminated, with machines and automated equipment systems beginning to do a lot of decision processing. "It is more economical to increase the secretarial support for the decision-making management level, making them more effective and improving the career paths of administrative personnel." (Word Processing Systems, January, 1980:15).

Trends in qualifications for office employees were noted in a recent report of a survey of the Administrative Management Society's (AMS) Committee of 500. The survey asked respondents to indicate their perceptions of trends in such areas as years of work experience, level of clerical skills, knowledge of office procedures, level of communication skills, and quality of human relations skills.

A majority of respondents said the requirement for human relations skills among all secretaries has increased; almost 50 percent indicated that the level of communication skills as well as the quality of human relations skills for clerical employees had increased.

The overall trend in requirements for high-level secretarial and clerical positions, as indicated by the AMS survey, showed that requirements have increased over the past five years in many areas. Most notably, requirements have increased for high-level secretaries with regard to knowledge of office procedures, level of communication skills, and quality of human relations skills. (Thomas, 1980:16).

The literature and research studies cited show that the administrative support facet of the word processing concept has not been widely implemented. However, those firms which tied it with the correspondence secretarial function found that it had a powerful impact on information management (Walshe, March, 1980:12).

Walshe says that administrative support secretaries, who form a liaison between principals and the word processing staff, make a number of contributions to overall efficiency in the following ways:

1. Handle a wide range of functions.
2. Ease the flow of correspondence by coordinating procedures.
3. Provide back-up coverage for overload projects.
4. Make it possible to eliminate unnecessary personnel.

Business organizations large and small continue to seek ways to reduce costs, improve productivity, increase effectiveness of information processed, and better utilize management personnel time. Therefore, it seems logical to expect increased implementation of the AS component of the word processing concept.

What will the office look like in the next decade? "IBM sees it centered around a large central computer. Xerox believes it will run on a distributed processing base. Forecasters envision no paper in the office by the year 2000 and even suggest that workers will operate out of their own homes." (Grove, 1979:50). While there is strong disagreement by others that such radical changes will occur, it is apparent that the evolution of the office is still in its early stages.

There are, however, aspects of the office of the future on which wide agreement exists. "Telecommunications will build a bridge between word (text) processing and data (mathematical) processing." (Grove, 1979:50) Generation, storage, and retrieval of information will be accomplished through intelligent electronic terminals. File systems and many other types of information will be transmitted by electronic mail.

"The impact on human resources," says Grove, "will be enormous." Effective planning and management can bring about job enrichment rather than increased unemployment. "All in all, the office of the future promises to be a change for the better." (Grove, 1979:50).

Recent Word Processing Studies by Business Educators

During the past ten years numerous research studies have been completed by business educators in the area of word processing. Studies included in this report were selected because they focused on one or more of the following topics which relate closely to the purposes of this research project: employment qualifications, tasks performed, job satisfaction, and curricular implications.

Size of sample and geographic area encompassed were not considered as important as the relationship to the topics studied. Rather, it was thought that a variety of types of studies would be more likely to provide ideas for other business educators who want to survey their areas to determine specific curriculum needs.

Research Related to Employment Qualifications

Spring Study (1977). Spring conducted a status study of nineteen word processing centers in the Urban Corridor of Virginia. The problem was to identify (1) the factors affecting conversion to word processing, (2) typing and nontyping tasks performed, and (3) the types of employment tests administered in word processing centers. Nineteen supervisors, seventeen correspondence secretaries, and two administrative secretaries provided the data for the study.

Most participating organizations had converted to word processing to improve the quality and quantity of correspondence. The decision to implement word processing was most often made by upper-level management, assisted by a vendor sales representative. Reluctance to accept the concept, based on fear of change, was the major problem encountered in making the transition. The majority of the responding organizations had not adopted the administrative support aspect of the word processing concept.

A minimum typing rate of 50 words a minute, based on a five-minute, straight-copy timed writing, was required. Pre-evaluation of applicants did not include any tests in grammar, proofreading, or spelling. Previous office experience and ability to take shorthand dictation were not required. On-the-job training in equipment operation was provided by most employers. A majority of the organizations used work measurement, most frequently based on number of lines produced.

Some overlap existed in nontyping tasks performed by supervisors and corresponding secretaries. Although supervisors were responsible for most nontyping activities, both supervisors and corresponding secretaries engaged in typing activities.

Sisco Study (1978). A study was made by Sisco to determine whether the needs of industry in Morris County, New Jersey, were being met adequately by the business curricula in high schools in that county. Two questionnaires were constructed; one was sent to selected industries and a second was mailed to business education department chairmen in Morris County.

Industrial organizations were asked what types of equipment were being used, types of tasks performed, and entry-level qualifications required. School personnel were asked what types of equipment they were currently using and what courses/skills designed to prepare students in the area of word processing were included in their curriculum.

Usable responses were received from 86 companies and 19 schools. Only 21 companies reported having word processing centers.

The two most sought-after characteristics of an entry-level word processing operator were excellent English skills and superior typing skills. Sisco recommended that schools place greater emphasis on basic English skills. The typing requirements of responding firms were apparently being met by the schools.

Though shorthand was not required for word processing operators, the researcher recommended that shorthand continue to be taught because career opportunities for students in areas other than word processing are broadened.

Because input to word processing centers in all firms surveyed consisted of some form of handwritten material, Sisco recommended placing greater emphasis on typing rough draft material.

Further recommendations based on the findings of this study were:

1. Hands-on experience with magnetic-media equipment and transcribing machines should be made available to business students.

2. A separate course or courses including word processing concepts, terminology, employment requirements, and career paths available should be incorporated in the business curricula.

3. Business educators should keep abreast of developments in word processing by attending meetings and seminars and visiting organizations utilizing word processing centers.

Stelzner Study (1978). A survey of the member companies of the New Jersey Word Processing Association was conducted by Stelzner. Questionnaires were returned by 51 firms. The study was designed to determine major sources of recruitment for word processing personnel, kinds of employment tests administered, training necessary and how it was provided for new employees, and commonly used titles and levels of word processing center personnel.

One-third of the companies were promoting employees to word processing from within the company, followed by recruiting through the newspaper by 27 percent; community colleges and employment agencies were used by 10 percent each; high schools and secretarial schools were used by an even lower percentage. The researcher attributed the poor showing of the schools to the fact that they offered little or no word processing training.

Typing was the most frequently administered test; speed requirements were between 40 and 50 words a minute. Other types of tests administered were grammatical skills tests, including spelling, punctuation, and proofreading tests. Only a few firms gave magnetic keyboarding and machine transcription tests.

Titles as well as salaries of personnel varied, making generalizations in this area difficult. However, the Stelzner study revealed that there were two or three positions and levels within firms, with definite salary differences and increases in pay for each promotion. As in other studies reported, few firms had fully instituted the administrative support concept.

Stelzner recommended that word processing concepts quickly become a part of every business education curriculum.

Moody Study (1978). The Moody study was designed to identify the competencies needed by entry-level administrative secretaries and correspondence secretaries. Questionnaires were completed by secretaries, supervisors, and principals in 25 South Carolina companies having word processing systems.

A second purpose of the Moody study was to collect opinions of the participants as to where each competency could be learned most effectively, either in school or on the job.

Two questionnaires were used; one listed competencies for entry-level administrative secretaries and another listed competencies for correspondence secretaries. Questionnaires were administered to secretaries (both administrative and correspondence), supervisors, and principals. Findings were reported for all administrative personnel as one category and compared with data derived from correspondence secretaries.

Competencies were reported in three different classifications: (1) important according to 50-100 percent of the respondents, (2) important according to 30-49 percent of the participants, and (3) unimportant according to fifty percent or more of the respondents.

In the cluster of typewriting competencies, more than 50 percent of the correspondence secretaries rated important and believed it to be the responsibility of the school to teach keyboarding, revising, and playing back documents on magnetic media equipment. In addition, between 30 and 49 percent of the corresponding secretaries thought that ability to operate the MT/ST and the MC/ST were important and that the school was responsible for training students to use them.

Administrative personnel designated many competencies needed in the typewriting cluster, including transcribing shorthand notes and transcribing machine dictation. This was interpreted to indicate that all typewriting tasks were not being assigned to correspondence secretaries in word processing centers in the South Carolina firms surveyed.

A competency considered important by 50 percent or more of the administrative employees and designated a responsibility of business was the ability to type from handwritten copy. This competency was also considered important by more than 50 percent of the corresponding secretaries, but they believed the schools should be responsible for teaching this.

Typewriting competencies considered not important by both administrative and corresponding secretaries included typing stencils and operating duplicating equipment.

Respondents revealed a number of parallel opinions in other clusters of competencies, both in regard to those needed by each type of secretary and where those competencies should be taught. For example, more than 50 percent of both groups considered it important that schools develop competencies in the Dictation/Transcription cluster, specifically in transcribing machine dictation with speed and accuracy, in the ability to listen and follow directions, and in proofreading.

Both groups (50 percent or more) considered it important that schools teach secretarial students to use filing systems and to organize and maintain retention filing systems.

Surprisingly, neither group of secretaries considered it important for schools to develop competence in telephone usage; rather, both thought this could best be taught on the job.

Under the cluster headed Data Collection/Research, both groups thought it important for schools to develop in students competence in the use of the dictionary, thesaurus, secretarial manuals, and telephone directory. Likewise, each group thought it in the province of on-the-job training to develop competence in using word processing procedures manuals and equipment operations manuals.

For the ten competencies included under Grammatical Skills, both groups indicated that each was important and should be taught in school. The ten competencies included in the cluster on grammatical skills were: distinguishing between homonyms; spelling, punctuation, and capitalization; correct paragraphing; recognition and correction of improper sentence structure and use of words; constructing correct sentences; demonstrate acceptable vocabulary; alphabetizing; sequencing sentences in paragraphs; proofreading; and reading and interpreting business documents.

In the General Clerical Skills cluster, both groups thought it the responsibility of business to develop competence in meeting and greeting people and to develop the ability to requisition and maintain office supplies. Administrative secretaries thought that scheduling and screening of appointments, handling invoices and shipping orders, and arranging reservations should be taught on the job.

From 30 to more than 50 percent of both types of secretaries in the Moody study indicated that Administrative Skills such as demonstrating equipment, following directions from a supervisor, managing employee records, developing procedures, and planning other employee work assignments were most appropriately taught by business.

Based on all of her findings, Moody recommended that schools having office occupations curricula should maintain a close relationship with the local business community, offer WP as a semester course if possible, and provide future office workers with a strong background in typewriting on magnetic typewriters, shorthand, machine transcription, composing and dictating letters, and grammatical skills.

Based on the data reported, Moody also recommended that businesses provide the following:

1. Instruction in typing legal documents, business forms, and company manuals.

2. Training related to turnaround time, organizing document priorities, and handling confidential data.

3. Instruction in organizing and maintaining filing system for stored or recorded data, interpreting a word processing coding system, and using a retention filing system.

4. Training to develop skill in monitoring centralized dictation systems, and using various types of remote dictation media.

5. Assistance in developing administrative skills such as giving and following directions, managing employee records, and training new personnel.

Research Related to Secretarial Tasks

Bragg Study (1976). The general purpose of the Bragg study was to compare the reported major tasks performed by word processing secretaries (administrative and/or correspondence secretaries), and the reported major tasks performed by secretaries in traditional offices.

Bragg concluded that training word processing personnel on equipment seemed to be a function of on-the-job training. She recommended that business teachers provide instructional experiences and activities to acquaint students with word processing terminology, equipment, and tasks. She thought emphasis should be placed on interpersonal relations. Also, she believed that teachers should maintain close working relationships with managers, supervisors, and office workers involved in word processing.

Murranka Study (1979). Three objectives of this study were: (1) to identify specific tasks performed by both types of word processing secretaries and supervisors in word processing installations; (2) to compare the positions of corresponding secretaries, administrative secretaries, and supervisors on twelve grouped tasks; and (3) to identify the specific job elements of both groups of secretaries and supervisors.

The data revealed that the primary tasks performed by corresponding secretaries involved using the typewriter, editing, and transcribing. Administrative secretaries reported high frequencies for typewriting plus other tasks performed by traditional secretaries. Supervisors reported high frequencies for coordinating and planning, training, and supervising.

Significant differences were found when comparing time spent by each of the three groups on certain task groups. Administrative secretaries spent more time than corresponding secretaries on tasks associated with traditional secretarial functions; supervisors spent more time than corresponding secretaries on tasks normally associated with supervision.

Murranka concluded that typewriting activities are an important component of all three positions, with machine transcription skills used in all three positions. All three groups of employees work in high-pressure situations and schedule their own work assignments. Administrative secretaries and supervisors need written communication skills, decision-making skills, inter-personal relations skills, and a strong sense of responsibility.

Research Related to Job Satisfaction

Sneed Study (1971). The purpose of this study was to determine whether significant relationships existed between job satisfaction and productivity, job satisfaction and personal characteristics, and productivity and personal characteristics. The sample was composed of a selected group of centralized transcribing machine operators in Birmingham, Alabama.

A comparison was made of job satisfaction as indicated by the subjects and by female workers in a national sample. Participants in the study demonstrated more satisfaction with work, pay, opportunities for promotion, and supervision than the women in the national sample demonstrated.

Two significant relationships between job satisfaction and productivity of transcribing machine operators were identified:

1. High producers tended to be dissatisfied with opportunities for promotion while low and lower-middle producers tended to be highly satisfied with them.
2. A complex, significant relationship was found between satisfaction with supervision and productivity.

Younger workers (age 18-22) were most satisfied but least productive; those in the 22-30 age range were least satisfied but more productive.

Casady Study (1973). This study attempted to determine whether there were worker and work environment characteristics which would predict the degree of job satisfaction of operators of magnetic typewriters in word processing installations. Her sample was composed of 74 operators of magnetic typewriters, each employed by a different firm in the Minneapolis-St. Paul metropolitan area.

She found no variable predictive of job satisfaction to a statistically significant degree. However, operators of magnetic typewriters seemed most satisfied with the following: (1) the pay and the amount of work produced, (2) how well they got along with co-workers; and (3) the ability to produce a large volume of error-free work with speed.

Sources of job dissatisfaction included pressure to produce more work in less time, repetitious nature of the work, lack of opportunities for advancement, and lack of opportunities to do things for other people.

Casady found that other employee and job characteristics did not relate significantly to job satisfaction, including age, previous work experience, and how work was measured.

It was concluded that "while several factors which relate to job satisfaction can be identified, it is difficult to predict job satisfaction of magnetic typewriter operators." (Casady, p. 125)

Reiff Study (1974). A study of 30 word processing centers in the New York City area was completed by Reiff. One purpose of the study was to determine the attitudes of correspondence and administrative secretaries toward work in a word processing environment. A second purpose was to determine entry-level qualifications for employment; and a third was to identify recommendations for the business education curricula in metropolitan New York secondary schools.

In general, both correspondence and administrative secretaries were satisfied with their jobs. Correspondence secretaries had most favorable attitudes toward use of magnetic media equipment, the diverse nature of their work, and the existence of harmonious working relationships with co-workers, including supervisors.

Sources of dissatisfaction among correspondence secretaries were having to keep a line count of work produced and a perceived lack of appreciation of their work by originators.

The 19 administrative secretaries surveyed in the study seemed to like particularly the following aspects of their work:

1. The considerable degree of responsibility.
2. The pleasant working relationships with others in the work environment.
3. The perceived appreciation of their work.
4. The opportunity to be on their own in performing their duties.

Administrative secretaries indicated that sources of dissatisfaction were working for several principals and lack of information about opportunities for promotion.

The minimum qualifications needed for entry-level employment in word processing centers in New York City, Reiff concluded, were the following which could be acquired through the metropolitan New York business education curricula:

1. A high school education for corresponding secretaries.
2. A typing speed ranging from 30 to 80 wam.
3. Instruction in spelling, grammar, and punctuation as well as in telephone techniques.

Desirable skills suggested by employers and provided through on-the-job training were how to operate magnetic media typewriters and how to operate transcribing machines.

Benjamin Study (1976). Benjamin investigated the job satisfaction of corresponding and administrative secretaries in 26 midwestern firms. The purpose of the study was to determine whether there was a difference in job satisfaction between administrative and corresponding secretaries in word processing centers when the various levels of Maslow's hierarchy of needs were considered. The five needs include need for security, social need, need for esteem, need for autonomy, and need for self-actualization.

There was no significant difference between the two groups on the need for security. On the level of social need, a significant difference was found. Correspondence secretaries believed that they had less opportunity to help others than administrative secretaries had, but they did not expect to experience this need as strongly as did the administrative secretaries.

Some significant differences were found on the need for esteem. Correspondence secretaries experienced significantly less prestige both inside and outside the organization than did administrative secretaries. Correspondence secretaries also believed that their positions carried less prestige than they should both inside and outside the firm. This was the only one of the levels where one group indicated a need deficiency.

In the area of autonomy, there was again a significant difference between the two groups, with correspondence secretaries believing that they had less independence of thought and authority than did the administrative secretaries. However, correspondence secretaries did not believe that their positions should provide as much autonomy as administrative secretarial positions offered.

In every case where significant differences were found in the responses of the two groups of secretaries, the correspondence secretaries expressed less satisfaction. Benjamin concluded that the correspondence secretaries, in comparison with the administrative secretaries, believed that they had less opportunity to fulfill their needs; they believed that they should experience less satisfaction in their positions; and they considered the satisfaction of these needs as less important than the administrative secretaries did.

The fact that administrative secretarial positions were higher in the occupational hierarchy of the organizations surveyed may have been the primary reason for differences in satisfaction reported for this group.

Kutie Study (1977). The purpose of the study was to determine the extent to which the structure of office work is being changed by the implementation of word processing.

General job satisfaction was found to be highest for word processing supervisors, followed by administrative support coordinators, word processing lead operators, traditional secretaries, administrative secretaries, and word processing operators.

While significant differences were found between the groups on four of the twenty job satisfaction factors, no significant differences were found in general job satisfaction.

Kutie concluded that satisfaction can be found in word processing positions as well as in other secretarial positions.

Job factors most satisfying to participants were variety, use of ability, job activity, and working conditions.

Mitchell Study (1978). The primary objective of this study was to determine the contributions of supervision and other selected factors to job satisfaction of correspondence secretaries.

The sample consisted of 61 correspondence secretaries from 22 business organizations in Dallas and Houston. Only secretaries employed in word processing systems which had existed for at least a year and who had been employed at that location for six months or more were considered for participation.

Factors significantly related to job satisfaction were as follows:

1. Employee turnover.
2. Biographical data.
3. Job activity factors.
4. Supervision, performance, and professional development factors.
5. Fringe benefits and salary factors.

The average turnover rate in organizations in which the more-satisfied correspondence secretaries worked was 26.03 percent; in organizations having less-satisfied secretaries, the turnover rate averaged 36.23 percent.

Two factors relating to biographical data were found to be significantly related to job satisfaction. Secretaries under 25 years of age and those more than 35 years old were more satisfied than those between the ages of 25 and 35.

The factors most frequently listed as most liked about the word processing job were:

1. Variety of work; creative and challenging work and equipment.
2. Congenial personnel environment.
3. Freedom on the job and responsibility to direct own work.
4. Much opportunity to type.

The following factors were most frequently listed as most disliked about the word processing job:

1. Conflicts with originators over policy development and enforcement and lack of communication skill on the part of originators.

2. Repetitive and boring work.

3. A supervisor who was unprofessional, supervised too little, and was unfamiliar with policies and equipment.

4. Heavy workload periods.

Supervisory style, intensity, and personality related directly to job satisfaction; supervisory policies and practices related indirectly to job satisfaction by controlling factors found to relate directly to job satisfaction. Other factors identified as relating to the level of job satisfaction were (1) perception of recognition received, (2) opportunity to improve skills and abilities, and (3) promotional opportunity.

Mitchell concluded that improved supervisory techniques may help to optimize job satisfaction of correspondence secretaries, improve worker morale, and lead to a decrease in employee turnover and other personnel problems.

Research Related to Curricular Implications

Kusek Study (1974). The purpose of this study was to provide guidelines for developing continuing education programs for secretarial personnel at the community college level. The study was designed to determine: (1) the significant differences in the important competencies and continuing education needs of secretarial personnel in word processing and traditional offices, and (2) the nature of changes in competency importance and of learning on the job.

The study population included 30 pairs of secretarial personnel and supervisors from traditional offices and 28 pairs of word processing secretarial personnel and supervisors in the Boston-Worcester and Springfield-Hartford areas.

The important competencies for word processing and traditional secretaries were found not to differ significantly. These competencies were: applying language skills (spelling, punctuation, and grammar); typewriting (correspondence, reports, and memos, etc.); proofreading copy; listening to and following verbal instructions; planning the placement of material to be typed or transcribed; reading and following written instructions; knowing the office procedures followed in the company; recognizing acceptable finished work; establishing work priorities; working as a team with others; and editing material during transcription or typing (correcting dictator's errors, making sure thoughts were conveyed clearly). Only one competency was found to be different to a significant degree--developing new office procedures to improve office efficiency.

The continuing education needs of traditional and word processing secretarial personnel were also found not to differ significantly. Listening to and following verbal instructions was rated as a greater learning need by word processing secretaries.

Competency-related learning need areas ranked in the upper quartile by both traditional and word processing secretarial personnel included knowing language skills; knowing of the history and philosophy of the company, including the organization and function of departments; knowing company office procedures; adjusting to new procedures; anticipating needs of superiors and acting upon them; analyzing office procedures to determine inefficiencies and developing new office procedures to alleviate inefficiencies; and working as a team member.

Powell Study (1975). This study was designed to determine changes which should be made in the secretarial curriculum because of the advent of word processing in business offices. Questionnaires were completed by administrative managers, correspondence center supervisors, and administrative and correspondence secretaries employed by Denver firms.

Six general categories made up the major portion of the survey: written communication skills, oral communication skills, typewriting, other office skills, knowledge about or understanding of management subject areas, and business attitudes. Within these categories 44 subject matter areas were evaluated.

Correspondence secretaries considered typing speed and accuracy, time management, and machine transcription very important. Supervisors of correspondence secretaries agreed that these skills were very important and also considered ability to proofread and knowledge of grammar very important.

All four groups surveyed considered all categories of business attitudes very important. Business attitudes included cooperativeness, loyalty, working under pressure, confidentiality, acceptance of criticism, sense of humor, getting work done on time, willingness, and ability to work with interruptions. However, both correspondence supervisors and secretaries indicated that telephone techniques were unimportant. All four groups indicated that shorthand transcription skill was not important.

Powell concluded that both groups of secretaries needed many of the same skills, but that there are some areas which are more important for one type of secretarial career than for another. He recommended that current business education programs be re-evaluated and redesigned to meet these different needs. It was suggested that a core curriculum emphasize traditional secretarial training and that more specialized training in a word processing curriculum be designed for correspondence secretaries and another for administrative secretaries.

The core program should strongly emphasize business attitudes and written and oral communications, although these two areas are more important for administrative secretaries.

The specialized training program for administrative secretaries should heavily emphasize skills in: English grammar; oral and written communication; researching information; dictation; proofreading and editing; and skills in traditional subject areas such as filing and mail handling.

The specialized curriculum for correspondence secretaries should emphasize machine transcription, grammar, spelling, punctuation, typewriting, and proofreading.

Rohrer Study (1978). This study was made in a large industrial city to determine the status of word processing and to derive implications for change in business education curricula. The companies surveyed were those listed in the Fortune 500 Directory which had corporate headquarters in Pittsburgh, Pennsylvania, and had word processing centers. The data were collected by mail questionnaires.

The most frequently cited organizational structure for word processing was a small satellite center serving one department. More than 40 percent of the companies were using administrative support systems, and about a third of the text-editing equipment was in use outside of the satellite centers. A wide variety of typing tasks was performed in the centers, with the most frequent source of input other than memos and daily correspondence being longhand. The second major source of input was through a central dictation system.

Although a variety of titles was used, the position of operator of text-editing equipment was identified by a specific job description. It appeared that some companies had a promotional ladder in place.

Work experience related to secretarial duties was considered more desirable for text-editing equipment operators than hands-on equipment training, suggesting that companies were providing in-house training.

Skills and abilities reported as being needed in typewriting, English, and ability to work with others were consistent with those reported in other studies.

Shearer Study (1978). This study was designed to determine the following: (1) to what extent the concept of word processing had been adopted in business organizations in the Omaha metropolitan area and how those organizations defined the term, and (2) how word processing had affected the requirements for office personnel and what organizations that had word processing thought secondary and postsecondary schools should do to prepare students for positions in the field.

Data were collected by questionnaire from a random sample of 300 business organizations. Interviews were conducted with executives of 34 companies implementing word processing.

Although three-fourths of the organizations responding indicated familiarity with the term "word processing," there was little agreement as to what the term actually meant to the executives interviewed. More than one-third of all organizations indicated that they had both automatic typewriters and machine transcription equipment in use.

Most organizations had correspondence secretaries, with over half of those employees probably entry-level personnel. Most of the firms also had traditional secretaries, but fewer than half reported having administrative secretaries. Less than half had career paths in place for word processing personnel, and these usually did not lead to management positions.

Although all of the executives interviewed believed that schools should teach word processing concepts, use of automatic typewriters, and machine transcription, the greatest importance was given to English fundamentals and spelling. Typewriting accuracy was considered of greater importance than typing speed; shorthand skill was considered relatively unimportant. Business attitudes toward attendance, punctuality, and following directions were considered to have higher priority than learning to use automated typewriters in pre-employment training in schools.

Shearer recommended that schools at secondary and postsecondary levels should at least offer instruction in word processing--the terminology, concepts, and career opportunities. They should also offer training on equipment if possible. She also recommended that business educators provide awareness of opportunities for employment in word processing; however, she believed that teachers should not advise students that there are career paths in word processing leading to management positions.

Larson Study (1980). Organizations with word processing equipment in the metropolitan area of San Francisco were studied. Data were gathered from 27 word processing supervisors by interview and from 7 supervisors by mail survey.

Supervisors reported that high school graduates were hired for positions as operators, but many companies required previous word processing experience. On-the-job training was provided by almost all companies.

Major skills required of entry-level employees were good typing and excellent English. Also required was a knowledge of word processing concepts. Most supervisors recommended that word processing be offered at the secondary level.

Larson recommended that schools with limited budgets concentrate on four major areas: word processing concepts, business English, human relations, and secretarial skills. If adequate funds are available, word processing hardware, data processing, and specialized courses in medical, legal, scientific, and technical typing should be included.

Supervisors indicated that they expected changes within their own systems in the next three to five years as well as changes in the word processing industry. Industry changes anticipated included the merging of word and data processing, decentralization of word processing installations, greater use of OCR equipment, establishment of an information department, and wide use of telecommunications equipment.

Recent Periodical Literature

A survey of schools in 1979 revealed that "A number of schools are introducing new courses designed to meet the need for improved English skills, and a large number also have specific courses in machine transcription within their WP curricula . . . . the courses most frequently taught are those in Word Processing Concepts and Word Processing Management." (Wagoner, 1980:24)

Robert Poland in the October, 1980, issue of the Journal of Business Education points out that teachers to be prepared to teach typewriting in the 1980s must consider a number of factors occurring in the business community, equipment industry, and education. Such factors are technological advances in equipment; new job-related skills, concepts, and knowledge; instructional strategies, and changing job standards. (Poland, 1980:3)

Selected portions of the literature cited in this chapter will be referred to in subsequent chapters in comparing and contrasting the results of this study with the results of previous studies and with the growth, current status, and projected future directions of word processing.

Chapter 3

RESPONSES OF WORD PROCESSING SUPERVISORS/MANAGERS

Chapter 3 includes responses from the Word Processing Supervisor/Manager Interview Forms. A total of 308 persons completed the thirteen-page form containing forty questions. (Appendix B) For presentation, the data from the surveyed Word Processing Supervisors/Managers have been divided into personal information and status of word processing in organizations employing the respondents.

All percentage calculations were determined according to the arithmetical method of rounding any partial number to the nearest tenth of the whole number. This practice may occasionally result in the total percentage being slightly less or slightly more than 100 percent. In the text narrative, percentages are reported to the nearest whole number. Total percentages for each table have been rounded to 100 percent where addition of individual percentages might have resulted in slightly less or slightly more than 100 percent.

This chapter presents data of two types: (1) personal data collected from the total sample of 308 Word Processing Supervisors/Managers, which will be presented in the form of percentage frequency distributions for the variables studied, and (2) factual information and opinions of these respondents about selected job-related concerns.

Part one describes selected demographic characteristics of the Word Processing Supervisors/Managers who participated in this study. The data presented represent the personal information supplied by each of the Word Processing Supervisors/Managers responding to questions 2 through 9 on Interview Form 1 (see Appendix B). These data have been organized for presentation as follows: regional location of organization in which respondents were employed and nature of the organization, number of office employees in the organization, sex and age, length and type of previous office experience, job title, and length of time in present position. Because of apparent confusion in answering the question on educational background, those data are not presented.

Part two presents the opinions of the Word Processing Supervisors/Managers concerning selected job-related topics. The data are reported as percentages of the total surveyed sample (N = 308) unless a further analysis of the responses to a question is conducted. In these cases the percentages reflect only that portion of the total sample being examined.

Personal Data

Regional Locations and Nature of Organizations

Of the 308 firms represented by the Word Processing Supervisors/Managers surveyed in this study, 39 percent were located in the North-Central region, 21 percent were in the Southern region, 18 percent were in the Eastern region, while the Mountain Plains region represented 12 percent, and the Western region had 10 percent. Table 1 describes the frequency and percentage distribution of regional locations of the organizations for which the respondents worked.

Table 1

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 308)

Region	Number	Percent
Eastern	55	17.8
Southern	64	20.8
North-Central	120	39.0
Mountain Plains	36	11.7
Western	32	10.4
No response	1	.3
Total	308	100.0

Respondents represented a variety of types of organizations as shown in Table 2. The Finance, Insurance, or Real Estate industries were represented by 21 percent of the respondents, while 13 percent represented Manufacturing, and another 13 percent represented Government Organizations. Table 2 describes the frequency and percentage distribution by type of industry for the organizations in which the respondents worked.

Number of Office Employees in the Organization

The Word Processing Supervisors/Managers were asked the approximate number of office employees located at the place they worked. Over 59

Table 2

NATURE OF RESPONDING ORGANIZATIONS
(N = 308)

Organization	Number	Percent
Accounting	5	1.6
Education	27	8.8
Engineering	16	5.2
Finance, Insurance, or Real Estate	64	20.8
Government	39	12.7
Legal	26	8.4
Manufacturing	41	13.3
Medical	7	2.3
Transportation, Communication, and Utilities	21	6.8
Wholesale/Retail Trade	6	1.9
Other	56	18.2
Total	308	100.0

percent of the respondents indicated that more than 100 office employees were employed at the respondent's address, while 12 percent of the respondents reported a total of from 1-10 office employees at that address. Table 3 describes the frequency and percentage distribution of the number of office employees at the respondent's address.

Sex and Age

The survey revealed that 87 percent of the Word Processing Supervisors/Managers were female, 10 percent were male, and 3 percent did not respond to the question. Table 4 shows these data.

Table 3

APPROXIMATE NUMBER OF OFFICE EMPLOYEES AT ADDRESS OF RESPONDING ORGANIZATIONS
(N = 308)

Range	Number	Percent
1 - 10	38	12.3
11 - 25	23	7.5
26 - 50	22	7.1
51 - 75	19	6.2
76 - 100	15	4.9
More than 100	182	59.1
Other	9	2.9
Total	308	100.0

Table 4

SEX OF WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Sex	Number	Percent
Female	267	86.7
Male	31	10.1
No response	10	3.2
Total	308	100.0

Table 5 shows that 62 percent of the respondents were below the age of 40. The age range most frequently checked by the Word Processing Supervisors/Managers was 30-39 (36 percent), followed by 22 percent who were 40-49, 15 percent were 25-29, and another 15 percent were age 50 or over.

Table 5

AGE OF WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Range	Number	Percent
Under 20	1	.3
20 - 24	32	10.4
25 - 29	47	15.3
30 - 39	111	36.0
40 - 49	67	21.8
50 or over	46	14.9
No response	4	1.3
Total	308	100.0

Length and Type of Previous Office Experience

The length and type of previous office experience of the respondents is shown in Table 6. The survey revealed that 64 percent had held jobs as secretaries with a mean number of eight years of experience, and 59 percent had held a supervisory position an average of five years. Of the 36 percent who indicated "other," previous experience as manager, teacher, military service, or computer operator was cited.

Present Job Title

The most frequently mentioned job title of the Word Processing Supervisors/Managers was Supervisor, Word Processing (46 percent). Another 20 percent indicated titles other than those listed, such as Administratve Secretary, Department Manager, and Services Manager. The title of Manager, Word Processing was checked by 12 percent of the respondents. Table 7 shows these data.

Length of Time in Present Position

Table 8 indicates the length of time respondents had been employed in their present position. Of the 308 respondents, 42 percent had been in their present position for one to three years, 24 percent had been in their present position for less than one year, and 21 percent had been in their present position for five or more years.

Table 6

LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE OF
WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Previous Office Work	Number*	Percent	YEARS OF EXPERIENCE Range	Mean
Receptionist	70	22.7	.5 - 8	2.2
Clerk	108	35.1	.5 - 12	2.2
Secretary	197	64.0	.2 - 30	8.1
Supervisor	181	58.8	.5 - 23	5.2
Administrative Assistant	55	17.9	.2 - 18	4.8
No office experience	6	1.9	-------	---
Other	111	36.0	.5 - 15	6.3

*Number exceeds 308 because some respondents indicated experience in more than one type of office work.

Opinions About Job-Related Topics

Word Processing Organizational Patterns

The word processing organizational pattern with the greatest frequency was a centralized pattern, which was checked by 62 percent of the respondents. Eighteen percent of the Word Processing Supervisors/Managers said they used a decentralized organizational pattern, while 12 percent indicated that a mixed organizational pattern best reflected the word processing structure found in their organization. These data can be seen in Table 9. Further analysis of the organizations indicating a decentralized word processing pattern shows that 37 percent had satellite systems while 31 percent had instituted mini-center(s) or clusters. Table 10 shows the frequency distribution of the decentralized organizational pattern.

Table 7

PRESENT JOB TITLES OF WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Job Title	Number	Percent
Coordinator, Word Processing	11	3.6
Secretarial Supervisor	2	.6
Supervisor, Administrative Services	4	1.3
Supervisor, Correspondence Center	3	1.0
Supervisor, Document Production	1	.3
Supervisor, Secretarial Services	6	1.9
Supervisor, Word Processing	141	45.8
Manager, Administrative Services	4	1.3
Manager, Correspondence Center	4	1.3
Manager, Communications	1	.3
Manager, Information Services	1	.3
Manager, Office Systems	4	1.3
Manager, Secretarial Services	3	1.0
Manager, Word Processing	37	12.0
Office Manager	11	3.6
Other	60	19.5
No response	15	4.7
Total	308	100.0

Table 8

LENGTH OF TIME IN PRESENT POSITIONS OF WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Length of Time	Number	Percent
Less than 1 year	75	24.4
1 - 3 years	129	41.9
More than 3 years, less than 5	37	12.0
5 or more years	65	21.1
No response	2	.6
Total	308	100.0

Table 9

WORD PROCESSING ORGANIZATIONAL PATTERNS
(N = 308)

Word Processing Pattern	Number	Percent
Centralized	191	62.0
Decentralized	54	17.5
Mixed	38	12.3
Other	10	3.2
No response	15	4.9
Total	308	100.0

Table 10

TYPES OF DECENTRALIZED WORD PROCESSING ORGANIZATIONAL PATTERNS
(N = 75)

Type of Pattern	Number*	Percent
Satellite	28	37.3
Mini Word Processing Center/Cluster	23	30.7
Individual Work Stations	13	17.3
No response	11	14.7
Total	75	100.0

*Number reflects further breakdown of total decentralized organizational pattern. In some cases respondents indicated the use of more than one pattern within an organization.

Organizational Structure for Typing

The number and percentage of organizations doing custom typing, which involves special typing jobs of an unusual nature that are not standardized and may require special handling, in their word processing centers are indicated in Table 11. A substantial number of Word Processing Supervisors/Managers reported that their organizations were structured to handle custom typing (85 percent); 10 percent occasionally performed custom typing, while 3 percent were not structured to handle custom typing.

Area Responsible for Word Processing

The respondents were asked to identify the area of their organization responsible for word processing document production budgeting and reporting. Departmental responsibility was revealed by 60 percent of the Word Processing Supervisors/Managers, while 37 percent said that responsibility was vested in functional areas. Most frequently mentioned departments were Word Processing Center (9 percent) and Administration (6 percent). The functional area most often mentioned was Administrative Services (9 percent). However, responsibility was also vested in such diverse areas as the chief executive officer, legal and finance administration, and employee relations. Table 12 shows these data.

Table 11

ORGANIZATION STRUCTURED FOR CUSTOM AND ROUTINE TYPING
(N = 308)

Response	Number	Percent
Yes	262	85.1
Occasionally	31	10.1
No	9	2.9
Other	1	.3
No response	5	1.6
Total	308	100.0

Table 12

AREA RESPONSIBLE FOR WORD PROCESSING
DOCUMENT PRODUCTION BUDGETING AND REPORTING
(N = 308)

Area	Number	Percent
Designated Department	185	60.1
Functional Area	115	37.3
No response	8	2.6
Total	308	100.0

Word Processing Personnel's Areas of Responsibility

Table 13 lists the areas of responsibility primarily covered by word processing personnel engaged in document production. Eighty-nine percent of the respondents indicated a primary responsibility for typing/keyboarding, and 73 percent indicated a primary responsibility for transcription. Of the respondents marking "other," 6 percent indicated photocomposition was a primary area of responsibility and 3 percent indicated forms design and telephone communication as primary areas.

Table 13

GENERAL AREAS OF RESPONSIBILITY OF WORD PROCESSING PERSONNEL
(N = 308)

Areas of Responsibility	Number*	Percent
Copying	86	27.9
Facsimile Services	30	9.7
Mailing	46	14.9
Reprographics	16	5.2
Teletyping	25	8.1
Typing/Keyboard	273	88.6
Transcription	224	72.7
Other	90	29.2

*Number exceeds 308 because some respondents indicated more than one area of responsibility.

Word Processing Secretaries Having "Back-Up" Responsibilities

Table 14 shows the number and percentage of organizations in which word processing document production personnel were used as "back-up"

Table 14

WORD PROCESSING PERSONNEL USED FOR "BACK-UP" ADMINISTRATIVE SUPPORT
(N = 308)

Response	Number	Percent
Yes	289	93.8
Occasionally	12	3.9
No	0	0.0
Other	7	2.3
Total	308	100.0

administrative support secretaries. Document production personnel were used as "back-up" administrative support secretaries in 94 percent of the organizations.

Number of Principals Using Word Processing

The estimated number of principals using word processing services in the organizations is shown in Table 15. Word processing services were used by 101-250 principals in 27 percent of the organizations and by more than 250 principals in 19 percent of the organizations.

Table 15

ESTIMATED NUMBER OF PRINCIPALS USING WORD PROCESSING SERVICES
(N = 308)

Principals	Number	Percent
1 - 5	12	3.9
6 - 10	10	3.2
11 - 20	21	6.8
21 - 35	33	10.7
36 - 50	30	9.7
51 - 75	32	10.4
76 - 100	23	7.5
101 - 250	82	26.7
More than 250	58	18.8
No response	7	2.3
Total	308	100.0

Number of Word Processing Employees by Level and Sex

The number of persons in the organization currently working within word processing is shown in Table 16. The organizations represented by the respondents employed a total of 2,804 Correspondence Secretaries. The overwhelming majority of them were female. The highest proportion of males were employed as Word Processing Supervisors/Managers.

Table 16

NUMBER OF WORD PROCESSING EMPLOYEES BY LEVEL AND SEX
(N = 308)

Level		Female	Male	Total*
Word Processing Supervisor/Manager	No.	377	56	433
	%	87.1	12.9	
First-Line Word Processing Supervisor/Lead Operator	No.	465	13	478
	%	97.3	2.7	
Word Processing Operator/Correspondence Secretary	No.	2,748	56	2,804
	%	98.0	2.0	
Other	No.	530	44	574
	%	92.3	7.7	

*Number exceeds 308 because totals include all word processing personnel employed in the organization.

Relationship to Principals

Table 17 indicates the principals in the organizations for which the Word Processing Operators/Correspondence Secretaries usually provided typing or other word processing services. Nearly 78 percent of

Table 17

PRINCIPALS FOR WHOM WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES USUALLY PROVIDE SERVICES
(N = 308)

Principals	Number	Percent
Only selected principals to whom they are assigned	8	2.6
Any principals requiring word processing services	240	77.9
Selected principals usually, but any other principals when needed	35	11.4
No response	25	8.1
Total	308	100.0

the respondents said their word processing centers generally provided services to any principals on a first-come, first-served policy, while 11 percent usually provided services to selected principals and to others when needed.

Kinds of Typing Jobs Handled by Word Processing Equipment

The kinds of typing jobs undertaken on word processing equipment are shown in Table 18. The jobs most frequently processed on the equipment included correspondence (90 percent) and narrative/manuscript (89 percent). A further breakdown of the kinds of typing handled is also shown in Table 18.

Kinds of Input for Word Processing Center

Table 19 shows the kinds of input received in word processing centers. Input received most frequently included handwritten manuscript (93 percent), typewritten copy with light revision (83 percent), machine dictated input (79 percent), and typewritten input with heavy revision (78 percent). Also, Table 19 shows the approximate percentages of total input that each kind of input represents.

Number of Employees Supervised

Table 20 indicates the number of employees supervised by the Word Processing Supervisors/Managers. Thirty-nine percent supervised one to five employees, while 27 percent of the respondents supervised six to ten employees.

Job Responsibilities and Duties

The Word Processing Supervisors/Managers were provided a list of job duties and requested to indicate their degree of responsibility concerning them by checking the appropriate response (always, often, sometimes, rarely, or never). Definitions for each of the responses were given to guide the respondents and to assure uniformity of meaning for responses selected. Replies were to be checked:

Always - if the word processing supervisor/manager is always the one to perform this duty when it is performed.

Often - if the word processing supervisor/manager is usually the one to perform this duty when it is performed.

Sometimes - if the word processing supervisor/manager performs the duty about half the time when it is performed.

Rarely - if the word processing supervisor/manager is seldom the one to perform the duty.

Table 18

KINDS AND EXTENT OF TYPING PROCESSED ON WORD PROCESSING EQUIPMENT
(N = 308)

			PERCENTAGE RANGE OF TOTAL				
Kinds of Typing	Number*	Percent	1 - 20	21 - 40	41 - 60	61 - 80	81 - 100
Correspondence	278	90.3	63	79	67	46	23
Repetitive	246	79.9					
Revised	248	80.5					
Original	258	83.8					
Narrative/Manuscript	274	88.9	87	91	49	32	15
Short Documents (10 or fewer pages)	255	82.7					
Medium-length Documents (11 - 25 pages)	246	79.9					
Long Documents (26 or more pages)	237	76.9					
Statistical typing	248	80.5	198	38	5	6	1
Simple	233	75.6					
Complex	201	65.2					
Other	116	37.7	88	17	7	2	2

*Number exceeds 308 because respondents were asked to identify all of the kinds of typing processed on word processing equipment.

Table 19

KINDS AND EXTENT OF INPUT TO WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARIES
(N = 308)

Kinds of Input Processed	Number*	Percent	PERCENTAGE RANGE OF TOTAL 1 - 10	11 - 25	26 - 50	51 - 75	76 - 90	91 - 100
Handwritten	285	92.5	54	67	99	47	12	6
Typewritten (light revision)	257	83.4	141	72	35	9	0	0
Typewritten (heavy revision)	239	77.6	94	84	48	11	2	0
Machine dictation	242	78.6	78	47	63	29	17	8
OCR	17	5.5	8	3	3	1	1	1
Other	40	12.9	16	14	8	2	0	0

*Number exceeds 308 because respondents were requested to indicate all of the kinds and extent of input processed by word processing operator/correspondence secretaries.

Table 20

NUMBER OF EMPLOYEES SUPERVISED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Employees Supervised	Number	Percent
1 - 5	119	38.6
6 - 10	82	26.6
11 - 15	37	12.0
16 - 20	15	4.9
21 - 25	16	5.2
More than 25	30	9.7
No response	9	2.9
Total	308	100.0

Never - if the word processing supervisor/manager never performs the duty at any time.

Because the interpretation of the questions and the responses given might vary slightly from individual to individual and from one time to another, no attempt was made to analyze or compare the findings on the basis of only one of the responses from the five choices given. Rather, the totals of two responses, always and often, were used for purposes of analysis and comparison. Based upon the definitions of responses, this combined total indicates that a Word Processing Supervisor/Manager performed a duty well over half the time when it was performed. The duties were grouped in four areas to aid in reading and completing the questionnaire: Planning Responsibilities, Organizing Responsibilities, Controlling Responsibilities, and Directing and Coordinating Responsibilities.

Planning Responsibilities. The planning responsibilities of Word Processing Supervisors/ Managers are shown in Table 21. A large majority (81 percent) of these supervisors/managers indicated that they always or often had the responsibility for determining the needs of the word processing center(s); 77 percent always or often had the responsibility of analyzing paperwork and applications in their organizations; and 75 percent provide orientation to management and other employees to the word processing system. Other planning responsibilities with similar levels of replies included developing, writing, and implementing procedures (73 percent) and planning for conversion or changes in the system (71 percent).

Table 21

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING SUPERVISORS/MANAGERS

Area 1—Planning Responsibilities
(N = 308)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Provide orientation to management and other employees to the Word Processing system	No. %	152 49.4	79 25.6	44 14.3	18 5.8	9 2.9	6 2.0
Analyze paperwork and applications	No. %	131 42.5	105 34.1	40 13.0	12 3.9	9 2.9	11 3.5
Conduct feasibility studies	No. %	101 32.8	59 19.2	51 16.6	36 11.7	50 16.2	11 3.6
Determine needs of Word Processing center(s)	No. %	172 55.8	77 25.0	35 11.4	11 3.6	7 2.3	6 1.9
Design the organizational structure of the Word Processing system	No. %	146 47.4	60 19.5	49 15.9	21 6.8	23 7.5	9 2.9
Plan for conversion or changes in system	No. %	148 48.1	70 22.7	44 14.3	20 6.5	20 6.5	6 1.9
Establish a budget	No. %	127 41.2	24 7.8	31 10.1	28 9.1	86 27.9	12 3.9
Develop, write, and implement procedures	No. %	155 50.3	70 22.7	48 15.6	17 5.5	11 3.6	7 2.3
"Sell" Word Processing to principals and secretaries	No. %	130 42.2	81 26.3	31 10.1	21 6.8	38 12.3	7 2.3
Other	No. %	29 9.4	5 1.6	1 .3	0 0.0	7 2.3	266 86.4

Organizing Responsibilities. Table 22 indicates the organizing responsibilities of Word Processing Supervisors/Managers. A large number (86 percent) of the Supervisors/Managers indicated that they always or often had the responsibility for creating an effective work environment, both physical and psychological; 79 percent indicated a responsibility for organizing work flow; and 75 percent indicated responsibility for coordinating work schedules of personnel.

Controlling Responsibilities. The controlling responsibilities of Word Processing Supervisors/ Managers are shown in Table 23. About 70 percent of the respondents indicated they always or often had responsibility for establishing productivity standards; a similar percentage (70 percent) said they always or often had responsibility for establishing a work measurement program.

Directing and Coordinating Responsibilities. Table 24 shows the directing responsibilities as indicated by the Word Processing Supervisors/Managers. The areas in which Supervisors/ Managers most frequently had responsibility included supervising and motivating personnel (89 percent), monitoring employee progress (84 percent), and conducting performance evaluations (81 percent), and selecting word processing personnel (80 percent).

Total Working Time

The approximate percentage of total working time spent on the four major areas of general responsibilities by Supervisors/Managers is shown in Table 25. Time management studies reveal that unless they keep detailed records people do not know how much time they spend on various activities. However, people may realize that they tend to spend a greater proportion of their time on one area of activity than another. The data shown in Table 25 should be considered on this basis. The respondents indicated that the highest percentage of time was spent in the area of directing and coordinating responsibilities with a mean percentage of 33 percent of the total time spent on the job.

Operation of Word Processing Equipment

The extent to which Word Processing Supervisors/Managers operate word prcessing equipment a part of the time is shown in Table 26. Nearly 68 percent of the respondents operated word processing equipment at least a part of the time.

Training for Present Position

Table 27 indicates the number and percentage of respondents who replied that their organization provided some type of management training program or course of study to help in developing management skills

Table 22

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING SUPERVISORS/MANAGERS

Area 2--Organizing Responsibilities
(N = 308)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Create an effective work environment, both physical and psychological	No.	169	96	26	4	8	5
	%	54.9	31.2	8.4	1.3	2.6	1.6
Select Word Processing equipment	No.	144	67	49	22	18	8
	%	46.8	21.8	15.9	7.1	5.8	2.6
Organize work flow	No.	183	60	32	10	5	18
	%	59.4	19.5	10.4	3.2	1.6	5.8
Coordinate work schedules of personnel	No.	184	48	30	24	7	15
	%	59.7	15.6	9.7	7.8	2.3	4.9
Write job descriptions	No.	149	52	39	23	28	17
	%	48.4	16.9	12.7	7.5	9.1	5.5
Establish career paths for personnel	No.	113	59	39	34	47	16
	%	36.7	19.2	12.7	11.0	15.3	5.1
Distribute work to personnel	No.	121	58	51	46	12	20
	%	39.3	18.8	16.6	14.9	3.9	6.4
Other	No.	10	6	0	0	0	292
	%	3.2	1.9	0.0	0.0	0.0	94.8

Table 23

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING SUPERVISORS/MANAGERS

Area 3--Controlling Responsibilities
(N = 308)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Establish a work measurement program	No.	165	49	30	14	33	17
	%	53.6	15.9	9.7	4.5	10.7	5.5
Establish productivity standards	No.	164	53	27	18	23	23
	%	53.2	17.2	8.8	5.8	7.5	7.5
Use charge-back system	No.	89	33	13	17	106	50
	%	28.9	10.7	4.2	5.5	34.4	16.2
Use various types of reporting forms	No.	113	18	16	11	28	122
	%	36.7	5.8	5.2	3.6	9.1	39.6
Other	No.	10	7	1	1	1	288
	%	3.2	2.3	.3	.3	.3	93.4

Table 24

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING SUPERVISORS/MANAGERS

Area 4--Directing and Coordinating Responsibilities
(N = 308)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Select Word Processing personnel	No.	196	51	28	11	13	9
	%	63.6	16.6	9.1	3.6	4.2	2.8
Train Word Processing personnel	No.	113	76	48	36	22	13
	%	36.7	24.7	15.6	11.7	7.1	4.1
Develop and implement on-going training and developmental program for Word Processing personnel	No.	155	77	37	20	12	7
	%	50.3	25.0	12.0	6.5	3.9	2.3
Conduct performance evaluations	No.	214	35	23	10	12	14
	%	69.5	11.4	7.5	3.2	3.9	4.5
Monitor employee progress	No.	211	48	19	11	6	13
	%	68.5	15.6	6.2	3.6	1.9	4.2
Supervise and motivate personnel	No.	218	55	14	6	1	14
	%	70.8	17.9	4.5	1.9	.3	4.5
Other	No.	18	9	0	0	0	281
	%	5.8	2.9	0.0	0.0	0.0	91.2

Table 25

PERCENT OF TOTAL WORKING TIME SPENT ON AREAS OF RESPONSIBILITY AS ESTIMATED BY WORD PROCESSING SUPERVISORS/MANAGERS

(N = 308)

	PERCENTAGE RANGE						
Area	1 - 20	21 - 40	41 - 60	61 - 80	81 - 100	No Response To Range	Mean Percent of Time Spent*
Planning	156	105	18	1	0	28	21.9
Organizing	155	118	9	1	0	25	23.7
Controlling	162	105	7	2	0	32	20.6
Directing and Coordinating	88	117	58	17	4	14	32.9

*Mean calculated from raw score data rather than from percentage range.

prior to or at the same time as the person assumed a supervisory position in word processing. Training was received by 53 percent of the Supervisors/Managers prior to or at the time they assumed their supervisory position.

Table 26

NUMBER OF WORD PROCESSING SUPERVISORS/MANAGERS WHO OPERATE EQUIPMENT
(N = 308)

Response	Number	Percent
Yes	209	67.9
No	90	29.2
No response	9	2.9
Total	308	100.0

Table 27

NUMBER OF ORGANIZATIONS PROVIDING TRAINING
FOR WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Response	Number	Percent
Yes	162	52.6
No	135	43.8
No response	11	3.6
Total	308	100.0

Table 28 shows the type and extent of training received prior to or at the same time the person assumed the present position. Nearly 23 percent (with a mean of 46 hours of such training) of the Word Processing Supervisors/Managers indicated having received training in management and/or supervisory course(s) provided by equipment vendors; another 21 percent (with a mean of 49 hours of training) said they had received in-house management training.

Table 28

TYPE AND EXTENT OF PRIOR TRAINING FOR PRESENT POSITION IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

			HOURLY RANGE				
Type	Number*	Percent	1 - 20	21 - 40	41 - 60	61 and over	Mean Number of Hours**
Enrollment in college management course(s)	17	5.5	4	9	3	1	37.5
Enrollment in management and/or supervisory seminars or workshops provided by professional groups, such as Administrative Management Society and American Management Association	59	19.2	21	25	4	9	129.9
In-house management training program(s)	64	20.8	18	24	7	15	49.3
Management and/or supervisory course(s) provided by equipment vendors	70	22.7	17	37	6	10	45.6
Other	20	6.5	2	4	1	0	55.4

*Number does not equal 308 because only those respondents who received training were asked to identify all types and extent of training.

**Mean number of hours calculated from raw scores rather than hourly range figures.

On-Going Training Needs

The perceived extent of on-going training needs of Word Processing Supervisors/Managers is shown in Table 29. About 71 percent of the respondents indicated a need for additional training in order to perform their supervisory responsibilities more effectively.

Table 29

PERCEIVED NEED FOR ON-GOING TRAINING OF WORD PROCESSING SUPERVISORS/MANAGERS (N = 308)

Response	Number	Percent
Yes	219	71.1
No	51	16.6
No opinion	26	8.4
No response	12	3.9
Total	308	100.0

Table 30 indicates the rank order of perceived on-going training needs cited by the respondents. A substantial number of respondents did not rank their responses as requested but checked a response; therefore, these checked responses, for purposes of discussion, are added to the rankings. The two areas in which the largest number of respondents indicated a need for more training included management information systems (including interfacing of word processing and data processing) suggested by 49 percent and methods and techniques of supervising people (36 percent).

Career Path Opportunities

Table 31 shows data concerning the existence of a career path for Word Processing Supervisors/Managers. Forty-six percent of the respondents indicated there was not a "built-in" career progression established in their organization, while 26 percent indicated the existence of a career path. Another 23 percent of the Supervisors/Managers indicated their organization was working in developing a career path at the time the survey was made.

Table 30

RANK ORDER OF ON-GOING TRAINING NEEDS CITED BY WORD PROCESSING SUPERVISORS/MANAGERS (N = 308)

Topic	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Additional technical skills (knowledge and operation of office systems)	14	13	18	25	70	22.7
Budgeting and accounting skills	17	17	23	19	76	24.7
Data processing skills	14	17	14	27	72	23.3
Development and implementation of goals and objectives	25	13	28	17	83	26.9
Interpersonal relations	13	14	23	19	69	22.4
Management information systems (including interfacing of WP and DP)	50	36	18	46	150	48.7
Methods and techniques of supervising people	39	27	19	27	112	36.3
Report writing and procedures writing, etc.	11	21	13	25	70	22.7
Other	5	5	4	6	20	6.5

*Number exceeds 308 because respondents were directed to indicate more than one response.

Table 31

EXISTENCE OF CAREER PATHS FOR WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

"Built-in" Career Progression	Number	Percent
Yes	79	25.6
No	143	46.4
Working on it	71	23.1
No response	15	4.9
Total	308	100.0

Job Titles for Operators of Word Processing Equipment

The job titles of operators of word processing equipment as indicated by the responding Word Processing Supervisors/Managers are shown in Table 32. The general job title used by 30 percent of the organizations for employees who operate word processing equipment was "word processing operator," while 18 percent checked "correspondence/ing secretary" as the title used; closely following was the use of the title of "word processing specialist," which was used by 17 percent of the respondents.

Of the 69 respondents indicating "other" for job titles, a variety of titles were written in, with no discernible pattern. Some of the titles included typist, satellite station operator, MTST secretary, executive secretary, paralegal secretary, text processor, specialist, composer operator, and management support specialist.

Training Practices

Initial Training on Magnetic Media. The sources of initial training on magnetic media for Word Processing Operators/Correspondence Secretaries as perceived by the surveyed Word Processing Managers/Supervisors are listed in Table 33. Forty percent of the respondents said training had been received in the organization with 39 percent stating that initial training had been received from equipment vendor(s).

Table 32

JOB TITLES OF EMPLOYEES WHO OPERATE WORD PROCESSING EQUIPMENT
(N = 308)

Job Title	Number*	Percent
Correspondence Secretary	56	18.2
Document Specialist	0	0.0
Magnetic Keyboard Specialist	1	.3
Operator (magcard, other)	14	4.5
Power Typist	0	0.0
Repro Typist	3	1.0
Secretary	16	5.2
Text Editing Typist	3	1.0
Transcriber	6	1.9
Transcription Specialist	8	2.6
Typing Specialist	6	1.9
Word Processing Operator	91	29.5
Word Processing Secretary	27	8.8
Word Processing Specialist	53	17.2
Word Processing Technician	11	3.6
Word Processing Typist	19	6.2
Word Processor	20	6.5
Other	69	22.4

*Number exceeds 308 because some respondents indicated more than one title.

Table 33

SOURCES OF INITIAL TRAINING ON MAGNETIC MEDIA FOR WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES CITED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Source	Number	Percent
High School	3	1.0
Community/Junior College	4	1.3
Private Business College	5	1.6
Post-Secondary Vocational or Technical School	2	.6
4-Year College or University	0	0.0
Equipment vendor(s)	121	39.3
Your organization	122	39.6
Another organization	9	2.9
Other	17	5.5
No response	25	8.1
Total	308	100.0

In-Service and Other Equipment Training. Table 34 shows the types and extent of equipment training a newly employed Word Processing Operator/Correspondence Secretary usually received in the organization. Over 49 percent of the respondents indicated that the secretaries received training on word processing equipment by attending equipment vendor school(s), and 47 percent said the secretaries in their organizations received formal in-house training (such as self-paced instructional programs).

Of the 31 respondents indicating "other" concerning the type of in-service training received, the largest categories of responses included on-the-job training, special applications for specific jobs, and personal instruction by supervisor.

Table 34

TYPE AND EXTENT OF IN-SERVICE/OTHER EQUIPMENT TRAINING RECEIVED BY NEWLY EMPLOYED
WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES AS IDENTIFIED BY
WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Type of Training	Number*	Percent	HOURLY RANGE 1 - 20	 21 - 40	 41 - 60	 61 and over	Mean Number** of Hours
Attends equipment vendor school(s)	152	49.3	81	71	0	0	66.2
Formal in-house training (such as self-paced instructional programs)	145	47.0	35	68	10	32	55.6
No training provided other than explanations and occasional help from other Word Processing employees	12	3.9	4	5	1	2	35.9
Other	31	10.1	19	2	0	10	73.8

*Number exceeds 308 because respondents were requested to check all of the types of in-service training received.

**Mean number of hours calculated from raw scores rather than hourly range figures.

Employment Testing

The number of organizations administering employment tests to potential Word Processing Operators/Correspondence Secretaries according to the Managers/Supervisors is shown in Table 35. An employment test was required for potential Word Processing Operators/Correspondence Secretaries according to 72 percent of the respondents.

Table 35

NUMBER OF RESPONDING ORGANIZATIONS ADMINISTERING EMPLOYMENT TESTS TO POTENTIAL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 308)

Response	Number	Percent
Yes	223	72.4
No	79	25.6
No response	6	1.9
Total	308	100.0

Table 36 shows the types of employment tests administered to potential Word Processing Operators/Correspondence Secretaries. Eighty-five percent of those Word Processing Managers/Supervisors indicating that employment tests were required said typing tests (straight-copy timed writing) were given; 44 percent administered a language arts test (grammar, etc.).

Of the 31 respondents indicating "other" concerning the type of employment test administered to Correspondence Secretaries, no discernible pattern prevailed. Some of the types of tests indicated included typing of statistical material, reasoning test, and a test on specific word processing equipment.

Seventy-four percent of the responding organizations had established a minimum typing speed for entry-level word processing employees. Eleven percent had no entry-level typing speed requirement, and 15 percent did not respond to this question. Table 37 shows these data.

Table 36

TYPES OF EMPLOYMENT TESTS ADMINISTERED TO POTENTIAL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 223)

Type of Test	Number*	Percent
General Knowledge	58	26.0
Language Arts (grammar, etc.)	97	43.5
Machine Transcription	53	23.8
Proofreading	36	16.1
Reading Comprehension	30	13.4
Shorthand	17	7.6
Typing (production)	43	19.3
Typing (straight-copy timed writing)	190	85.2
Other	31	13.9

*Total number of responses exceeds 223 because some respondents indicated they administered more than one type of test.

Table 37

NUMBER OF RESPONDING ORGANIZATIONS REQUIRING MINIMUM TYPING SPEED FOR POTENTIAL ENTRY-LEVEL WORD PROCESSING EMPLOYEES

(N = 308)

Response	Number	Percent
Yes	227	73.7
No	35	11.4
No response	46	14.9
Total	308	100.0

Table 38 shows the minimum typing speed required by the firms represented in the survey sample which have such a requirement for potential Operator/Correspondence secretaries. Nearly one-third (32 percent) of the Word Processing Managers/Supervisors indicated that a minimum typing speed of 50 words a minute was required, while 21 percent required a speed of 60 words a minute.

Table 38

MINIMUM TYPING SPEED REQUIRED FOR POTENTIAL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 227)

Words a Minute	Number	Percent
35 or fewer words a minute	2	.8
40 words a minute	29	12.8
50 words a minute	97	42.7
60 words a minute	64	28.2
More than 60 words a minute	35	15.4
No response	81	35.7
Total	308	100.0

Importance of Factors Considered in Hiring

The surveyed respondents were asked to identify in rank order the importance of employment factors considered in hiring Word Processing Operators/Correspondence Secretaries; however, a relatively large number checked a response, but made no effort to rank the response. For purposes of discussion and analysis, the three rankings and the checked but not ranked responses have been added together to determine the total percentage of respondents indicating the importance of the selected employment factor.

The ranking of various employment criteria for Word Processing Operators/Correspondence Secretaries as perceived by Word Processing Managers/Supervisors is shown in Table 39. The two criteria rated most important were type of previous work experience (77 percent) and impression made in the application process (68 percent).

Of the 62 respondents indicating "other" as a criteria for employment of Word Processing Correspondence Secretaries, the largest number indicated in-house test results, personality, and typing skill.

Table 39

RANKING OF EMPLOYMENT FACTORS CONSIDERED IN HIRING WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES AS INDICATED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Factors	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Extent of training on Word Processing magnetic equipment	65	51	39	11	166	53.9
Grades in school (overall)	1	7	15	6	29	9.4
Grades in school (English and/or office education courses)	22	34	21	14	91	29.5
Impression made in application process	63	64	63	19	209	67.9
Level of education attained	16	17	18	10	61	19.8
References supplied by applicant	10	25	44	14	93	30.2
Type of previous work experience	87	73	54	24	238	77.3
Other	23	10	19	10	62	20.1

*Number exceeds 308 because respondents were directed to indicate more than one response.

Employee Recruitment

Table 40 indicates the major sources utilized by the organizations in recruiting Word Processing personnel. Because a substantial number of respondents checked a response rather than provided the requested ranking, for purposes of discussion the total percentages reflect the ranked responses plus the checked but not ranked responses. Newspaper and other advertising as a major source in recruiting word processing personnel was cited by 55 percent of the respondents, while 46 percent utilized direct application ("walk-in").

Work Measurement Systems

The Word Processing Supervisors/Managers were asked if some form of work measurement system was used to measure the production of word processing in their organization. As shown in Table 41, over 80 percent of the respondents acknowledged that a work measurement system was in use in their organization, while 19 percent indicated that their firms did not use such measurement.

Next, those Word Processing Supervisors/Managers who indicated that a work measurement system for word processing was used in their organization were asked to identify their general system as well as how the results of that system were used. Table 42 shows that 47 percent of the respondents checked the line-count method of determining production while 19 percent indicated counting the number of full pages completed.

Table 43 indicates how the measurement results were used in those organizations represented by the respondents who previously indicated having a measurement system in force. The results were used for evaluation of total word processing production by 82 percent, while 75 percent indicated the results were used for the evaluation of employee staffing, equipment, and cost justification in their organizations.

Of the 25 respondents indicating "other" as the type of use made of a word processing work measurement system, the responses included computing time for charge-back purposes, predicting future needs, and determining when new staff is needed.

Editing and Proofreading Policy

The editing and proofreading policy utilized in the organizations represented by the respondents is shown in Table 44. The operator was responsible for correct formatting according to 90 percent of the respondents, and 88 percent said spelling was also the responsibility of the operator. Of the 58 respondents indicating "other" as a type of editing and proofreading policy followed, most of the responses overlapped somewhat with the choices given in the question. However, additional responses included proofreader employed to read most material, originator proofed most of material, supervisor proofed a second time, copy proofed only if requested, or not all copy proofed.

Table 40

MAJOR RECRUITING SOURCES OF WORD PROCESSING PERSONNEL AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS

(N = 308)

Source	Ranked 1	Ranked 2	Checked But Not Ranked	Total*	Percent
Direct application ("walk-in")	47	56	37	140	45.5
Employment agencies (public and private)	35	43	44	122	39.6
Newspaper and other advertising	60	66	42	168	54.5
Public and private educational institutions	16	24	22	62	20.1
Transfers within the organization	67	32	30	129	41.9
Other	11	9	26	46	14.9

*Number exceeds 308 because respondents were directed to indicate more than one response.

Table 41

NUMBER OF RESPONDING ORGANIZATIONS USING WORK MEASUREMENT SYSTEM
(N = 308)

Response	Number	Percent
Yes	248	80.5
No	58	18.8
No response	2	.6
Total	308	100.0

Table 42

TYPE OF WORK MEASUREMENT SYSTEM USED
(N = 248)

Type of System	Number*	Percent
Number of strokes or characters	7	2.8
Number of words	4	1.6
Number of lines	117	47.2
Number of partial pages	8	3.2
Number of full pages	46	18.5
Number of documents	24	9.7
Other	15	6.1
No response	27	10.9
Total	248	100.0

*Total number is equal to 248, which is the number of "yes" responses relative to users of a work measurement system.

Table 43

WORD PROCESSING WORK MEASUREMENT USE AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 248)

Use	Number*	Percent
Evaluation of total word processing production	204	82.2
Evaluation of word processing employees	169	68.1
Evaluation of time expended in completing jobs	136	54.8
Evaluation of employee staffing, equipment, cost justification, etc.	187	75.4
Other	25	10.0

*Number exceeds 248 because some respondents indicated use of work measurement for more than one purpose.

Table 44

EDITING POLICY USED IN RESPONDING ORGANIZATIONS AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Policy	Number*	Percent
Operator is responsible for correct formatting	277	89.9
Operator is responsible for correct spelling	270	87.7
Operator is responsible for correct punctuation	238	77.3
Operator is responsible for correcting grammar errors	230	74.7
Operator is responsible for referring questions back to originator	223	72.4
Supervisor is responsible for copy editing	85	27.6
All copy is prepared without change	24	7.8
Other	58	18.8

*Number exceeds 308 because respondents were directed to indicate all appropriate responses.

Table 45 shows how proofreading is usually handled in the organizations represented by the responding Word Processing Managers/Supervisors. Thirty percent of the respondents indicated that a combination of having a specific person assigned to proofread most of the work and having a Word Processing Operator/Correspondence Secretary proof own work was used, while another 30 percent said that the Word Processing Operators/Correspondence Secretaries proofed their own work.

Table 45

RESPONSIBILITY FOR PROOFREADING AS INDICATED BY
WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Responsibility for Proofreading	Number	Percent
Specific person(s) assigned to proofread most work	38	12.3
Correspondence/Secretary proofreads own work	92	29.9
Combination of the above two methods	93	30.2
Administrative or "traditional" secretary proofreads work	14	4.5
Other	26	8.4
No response	45	14.6
Total	308	100.0

Equipment Training Needed Prior to Employment

The importance of certain types of prior training for an entry-level Word Processing Operator/Correspondence Secretary as perceived by the Word Processing Managers/Supervisors is shown in Table 46. Eighty-nine percent of the respondents considered prior training very important on a manual or electric typewriter, while 47 percent of the Word Processing Supervisors/Managers checked training on transcription equipment as being very important.

Table 47 shows where the respondents believed that the previously identified important equipment skills should be learned. Sixty-one percent indicated that typewriting should be learned in school, while another 25 percent thought that typewriting should be learned both in school and on the job; 25 percent said that machine transcription should be learned in school, though 35 percent indicated that this skill should be learned both in school and on the job.

Table 46

LEVEL OF IMPORTANCE OF TRAINING ON VARIOUS TYPES OF EQUIPMENT PRIOR TO EMPLOYMENT AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS

(N = 308)

Type of Equipment		Very Important	Somewhat Important	Unimportant	No Response
Typewriter (manual or electric	No.	275	18	8	7
	%	89.3	5.8	2.6	2.3
Typewriter (specialized, proportional, or correcting)	No.	67	95	102	44
	%	21.8	30.8	33.1	14.3
Transcription equipment	No.	144	104	45	15
	%	46.8	33.8	14.6	4.9
Magnetic media keyboards	No.	51	78	40	139
	%	16.6	25.3	13.0	45.1
Memory	No.	47	80	71	110
	%	15.3	26.0	23.1	35.7
Magnetic card	No.	69	98	56	85
	%	22.4	31.8	18.2	27.6
Magnetic cassette	No.	31	70	88	119
	%	10.1	22.7	28.6	38.6
Magnetic disk or diskette	No.	81	95	51	81
	%	26.3	30.8	16.6	26.3
Visual display	No.	78	73	43	114
	%	25.3	23.7	14.0	37.0
Other	No.	6	14	35	253
	%	1.9	4.5	11.4	82.1

Table 46 (Continued)

Type of Equipment		Very Important	Somewhat Important	Unimportant	No Response
Composing equipment	No.	18	65	150	75
	%	5.8	21.1	48.7	24.3
Phototypesetting equipment	No.	18	45	146	99
	%	5.8	14.6	47.4	32.1
Other	No.	2	2	17	287
	%	.6	.6	5.5	93.2

Table 47

WHERE EQUIPMENT SKILLS SHOULD BE LEARNED AS INDICATED BY WORD PROCESSING SUPERVISORS/MANAGERS (N = 308)

Type of Equipment		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Typewriter (manual or electric)	No.	188	5	77	23
	%	61.0	1.6	25.0	7.5
Typewriter (specialized, proportional, or correcting)	No.	53	42	67	0
	%	17.2	13.6	21.8	0.0
Transcription equipment	No.	78	43	107	20
	%	25.3	14.0	34.7	6.5
Magnetic media keyboards	No.	25	26	65	13
	%	8.1	8.4	21.1	4.2
Memory	No.	30	28	58	11
	%	9.7	9.1	18.8	3.6
Magnetic card	No.	26	43	84	14
	%	8.4	14.0	27.3	4.5
Magnetic cassette	No.	17	25	53	6
	%	5.5	8.1	17.2	8.1
Magnetic disk or diskette	No.	23	42	88	23
	%	7.5	13.6	28.6	7.1
Visual display	No.	18	42	70	21
	%	11.9	27.8	46.4	13.9
Other	No.	0	8	11	1
	%	0.0	2.6	3.6	.3

Table 47 (Continued)

Type of Equipment		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Composing equipment	No.	12	37	30	4
	%	3.9	12.0	9.7	1.3
Phototypesetting equipment	No.	11	30	18	4
	%	3.6	9.7	5.8	1.3
Other	No.	0	2	2	0
	%	0.0	.6	.6	0.0

Length of Learning Curve

Table 48 indicates Word Processing Managers/Supervisors' estimates of the average length of the learning curve for a newly employed Word Processing Operator/Correspondence Secretary who can accurately type 40-50 words a minute, but who has not been trained on magnetic media typewriters. Twenty-eight percent of the respondents indicated the average learning curve was three to four months, while 23 percent thought one to two months was the more appropriate response. However, 52 percent of the respondents indicated that the average length of the learning curve was three or more months.

Table 48

LENGTH OF LEARNING CURVE FOR NEWLY EMPLOYED WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Average Length of Learning Curve	Number	Percent
1 - 5 days	15	4.9
6 - 15 days	26	8.4
16 - 30 days	30	9.7
1 - 2 months	70	22.7
3 - 4 months	85	27.6
5 - 6 months	50	16.2
More than 6 months	24	7.8
No response	8	2.6
Total	308	100.0

Job-Related Weaknesses of Word Processing Operators/Correspondence Secretaries

The respondents were asked whether they had noted any major weaknesses relative to the skills, knowledge of office procedures, and/or attitudes in working with entry-level Word Processing Operators. As shown in Table 49, 81 percent said their entry-level secretaries had major weaknesses. Twelve percent indicated that they did not consider the skill and knowledge of entry-level word processing personnel deficient. Four percent of those responding had no opinion, and four percent had no response.

Table 49

EXISTENCE OF MAJOR WEAKNESSES OF ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES AS INDICATED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Response	Number	Percent
Yes	249	80.8
No	36	11.7
No opinion	12	3.9
No response	11	3.6
Total	308	100.0

Table 50 indicates the rank order of the major weaknesses of Word Processing Operators/Correspondence Secretaries as perceived by the respondents. Since a significant number checked their response rather than made the requested ranking, for discussion purposes the checked but not ranked responses have been added to the ranked responses. The percentages reflect this combining of responses. Inadequate grammatical skills were listed as a major weakness by 55 percent, while inadequate spelling skills were cited by 49 percent.

Selection of Equipment

Table 51 shows the extent to which Word Processing Supervisors/Managers believe they were involved in making decisions relative to obtaining new word processing equipment. Eighty-one percent indicated they have made recommendations to upper management, while 55 percent have helped develop specifications for new equipment; 52 percent indicated they have interacted and/or worked with a purchasing agent in selecting new equipment.

Additional Training Needed

The results of an open-end question regarding additional training needed for entry-level Word Processing Operators/Correspondence Secretaries are presented in Table 52. Additional training on word processing equipment was suggested by 39 percent of the surveyed Word Processing Managers/Supervisors. Over one-fourth (28 percent) proposed additional work on English skills with 22 percent saying that they believed that no additional training was needed.

Table 50

MAJOR WEAKNESSES OF ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Specific Weaknesses	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent**
Inadequate basic typing (speed and accuracy)	14	4	9	12	39	12.7
Inadequate grammar skills	51	33	31	54	169	54.9
Inadequate knowledge of punctuation	20	36	26	41	123	40.0
Inadequate proofreading skills	22	25	33	44	124	40.3
Inadequate spelling skills	40	40	24	46	150	48.7
Inadequate use of dictionary	8	11	11	20	50	16.2
Inadequate vocabulary; lack specialized terminology	16	10	14	33	73	23.7
Lack of experience in business world and in the office	14	7	21	28	70	22.7
Lack of experience or training on magnetic typewriter	22	8	11	17	58	18.8
Poor attitude	17	7	8	14	46	14.9
Tend to type in similar pattern to how they speak	6	6	3	9	24	7.8

*Number exceeds 308 because respondents were asked to rank the three major weaknesses of Word Processing Operators/Correspondence Secretaries.

**Number reflects percentage of total survey sample rather than only those who indicated existence of weaknesses.

Table 51

EXTENT OF INVOLVEMENT IN DECISION MAKING ABOUT EQUIPMENT AS IDENTIFIED BY WORD PROCESSING SUPERVISORS/MANAGERS
(N = 308)

Involvement in Equipment Decision-Making	Number*	Percent
Make recommendations to upper management	249	80.8
Help develop specifications for new equipment	170	55.2
Interact and/or work with purchasing agent in selecting new equipment	159	51.6
Make final decision relative to buying/leasing new word processing equipment	61	19.8
Other	36	11.7

*Number exceeds 308 because respondents were directed to indicate all appropriate responses.

Summary of Most Frequent Responses

The data in Chapter 3 represent the personal information supplied in the responses of the 308 Word Processing Supervisors/Managers and their opinions concerning job-related topics. Only the most frequently chosen response for each question will be recapitulated here.

1. The region with the largest representation of Word Processing Supervisors/Managers in this study was North-Central, with 39 percent indicating this section of the United States.

2. The Finance, Insurance, or Real Estate industry was represented by a greater number of the respondents (21 percent) than any other single type of employing organization when classified by industry.

3. Three-fifths of the Word Processing Supervisors/Managers worked in organizations employing more than 100 office employees.

4. A large majority of the respondents were female (87 percent).

5. Sixty-two percent of the Word Processing Supervisors/Managers were less than 40 years of age, with over one-third (36 percent) indicating they were in the 30-39 age range.

Table 52

ADDITIONAL TRAINING NEEDED FOR ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N=308)

Areas of Additional Training Needed	Number*	Percent
Word processing equipment	120	39.0
Grammatical, spelling, word skills	85	27.6
Formatting, layout, work organization	33	10.7
Proofreading	19	6.2
Ability to adapt, flexibility	10	3.2
Specialized vocabulary or terminology	15	4.8
Attitude towards work	30	9.7
Communications skills	7	2.2
Transcription skills	16	5.2
None--traditional skills sufficient	68	22.1
Other	17	5.5

*Number exceeds 308 because some respondents indicated more than one area of additional training needed.

6. Nearly two-thirds of the Word Processing Supervisors/Managers had previously held jobs as secretaries (64 percent).

7. The most prevalent job title of the respondents was Supervisor, Word Processing (46 percent).

8. Forty-two percent of the respondents had been employed in their present position from one to three years.

9. Most of the organizations represented by the Word Processing Supervisors/Managers had adopted a centralized pattern in the implementation of word processing (62 percent).

10. Of those respondents indicating a decentralized organizational pattern for word processing within their organizations, the satellite pattern had been most frequently adopted (37 percent) followed by the establishment of a mini-center or cluster (31 percent).

11. A large majority of the word processing installations were structured to handle unusual or nonstandardized custom typing (95 percent).

12. Sixty percent of the respondents said that the responsibility for word processing document production budgeting and reporting was at the departmental level, and the most frequently named department was the Word Processing Center (9 percent).

13. Typing/keyboarding was the general area of the responsibility most often performed by word processing personnel, according to 89 percent of the respondents.

14. Most of the Word Processing Supervisors/Managers (94 percent) indicated that in their organizations word processing document production personnel were used as "back-up" administrative support secretaries.

15. Nearly 46 percent of the respondents estimated that in their organizations from 100 to more than 250 principals used word processing services.

16. The greatest majority of word processing personnel were employed at the Word Processing Operator level (65 percent) and were predominantly female (98 percent).

17. A majority of the Word Processing Supervisors/Managers indicated that the Word Processing Operators/Correspondence Secretaries in their organizations provided services to any principals requiring word processing services and generally followed a first-come, first-served policy (78 percent).

18. The kinds of typing most frequently produced on word processing equipment were correspondence (90 percent) and narrative/manuscript (89 percent).

19. The Word Processing Supervisors/Managers identified the kind of input most frequently processed by Operators as handwritten (93 percent).

20. Nearly 39 percent of the respondents supervised from one to five employees, while 32 percent supervised more than ten employees.

21. The planning responsibility most often cited by the responding Word Processing Supervisors/Managers was determining the needs of the word processing center(s) (81 percent).

22. Creating an effective work environment, both physical and psychological, was the organizing responsibility most frequently mentioned by the respondents (86 percent).

23. Two job responsibilities classified as controlling responsibilities received nearly equal mention. The responsibility of establishing productivity standards and the responsibility of establishing a work measurement program were cited by 70 percent of the Word Processing Supervisors/Managers.

24. Eighty-nine percent of the respondents indicated that the most frequently performed directing and coordinating responsibility was supervising and motivating personnel.

25. The respondents believed that they spent more of their working time on directing and coordinating activities (33 percent of total time) than on any of the other management function areas.

26. Over two-thirds of the respondents operated word processing equipment at least part of the time (68 percent).

27. Over half of the respondents received some type of management training from their organizations to help them develop management skills prior to or at the same time they assumed a supervisory position in word processing (53 percent).

28. The most frequently cited type of management training received by the respondents was in management and/or supervisory course(s) provided by equipment vendors (23 percent).

29. A majority of the Word Processing Supervisors/Managers perceived a need for on-going training (72 percent).

30. The respondents (49 percent) most frequently suggested that the topic of management information systems (including interfacing of word processing and data processing) be covered in on-going training.

31. Nearly half of the Word Processing Supervisors/Managers (49 percent) indicated that a "built-in" career progression existed or their organizations were working on a plan.

32. Thirty percent of the Word Processing Supervisors/Managers indicated that Word Processing Operator was the title of those persons employed to use word processing equipment.

33. According to 40 percent of the Word Processing Supervisors/Managers the most prevalent source of initial training on magnetic media for Word Processing Operators was from the employing organization, while nearly as many received their initial training from equipment vendors.

34. Almost half (49 percent) of the respondents indicated that the type of in-service training given newly employed Word Processing Operators was by attending equipment vendor school(s).

35. A majority (72 percent) of the organizations represented by the surveyed Word Processing Supervisors/Managers administered employment tests to potential Word Processing Operators.

36. Three-fifths of the total responding indicated that a straight-copy timed writing typing test was given to potential Word Processing Operators. (This represents 85 percent of those responding to Number 35 above).

37. Nearly three-fourths of the respondents said their organizations required a minimum typing speed for potential entry-level word processing employees (74 percent).

38. Nearly one-third of the Word Processing Supervisors/Managers (32 percent) reported that 50 words a minute was the minimum typing speed required for potential Word Processing Operators in their organization.

39. Type of previous work experience was identified by the respondents as being the most important employment factor considered in hiring Word Processing Operators (77 percent).

40. The major recruiting source of word processing personnel as identified by the Word Processing Supervisors/Managers was newspaper and other media advertising (55 percent).

41. Four-fifths of the respondents revealed that a work measurement system was used in their organizations (81 percent).

42. The most frequently cited work measurement system used was the number of lines typed (47 percent).

43. The most often cited use of the work measurement system was in the evaluation of total word processing production (82 percent).

44. In 90 percent of the organizations represented by the Word Processing Supervisors/Managers, the Operator was responsible for correct formatting.

45. Thirty percent of the respondents said that the responsibility for proofreading was a combination of two methods--specific person(s) assigned to proofread most work or the Word Processing Operator proofread own work.

46. Prior training in typewriting was deemed as very important by 89 percent of the respondents.

47. Sixty-one percent of the respondents thought that the use of the typewriter should be learned in school.

48. The length of the learning curve for newly employed Word Processing Operators was identified as being from three to four months (28 percent).

49. Four-fifths of the Word Processing Supervisors/Managers believed that the entry-level Word Processing Operators in their organizations had major job-related weaknesses (81 percent).

50. The most frequently cited major weakness of entry-level Word Processing Operators was classified as inadequate grammatical skills (55 percent).

51. Over four-fifths of the Word Processing Supervisors/Managers have made recommendations to upper management about obtaining new word processing equipment (81 percent).

52. Nearly two-fifths of the Supervisors/Managers suggested that an area of additional training needed by entry-level operators was on word processing equipment (39 percent).

The data cited in this summary reflect only the most frequently selected response to each of the questions answered by the surveyed Word Processing Supervisors/Managers.

Discussion

Word processing has found the greatest number of users and strongest advocates in the service-oriented industries and especially in paper-intensive organizations such as insurance, banks, and administrative government agencies. The responses to this survey, which had the largest representation from the finance, insurance, real estate, and government sectors, appear to provide information consistent with that found in other studies.

Profile of Word Processing Supervisors/Managers

When viewed as a whole, the responses of the supervisors and managers provide a profile of the personnel now performing in an administrative capacity as well as provide a clear picture of the functions of today's word processing supervisors and managers. Additional insight is provided into the organizational structure and operating policies, some of which may become standard practice (similar results in a number of studies provide a basis for this belief).

The word processing administrator is most likely female, although the number of males has been increasing somewhat over the years. These individuals are relatively young, with 62 percent under the age of 40 and 36 percent indicating that they were between 30 and 39 years of age. Most of them (64 percent) have previously held jobs as secretaries, and many of them (59 percent) also have had some supervisory experience. Apparently, recognition of the need for supervisory experience is increasing, because the 1979 Deutsch, et al., survey indicates that 36 percent of their respondents also had some type of managerial or supervisory experience before assuming their current positions.

In this study as well as in studies previously cited, (Deutsch, et al.) the title most prevalent for those responsible for supervising word processing is that of Word Processing Supervisor, while the span of responsibility for these supervisors varies greatly. A considerable number of them are supervising from 1 to 5 employees; on the other hand, 32 percent of them are supervising more than 10 employees, with 10 percent responsible for more than 25 employees. It may be noted that this latter number identifies a larger span of control than is generally considered to be optimum for effective supervision.

General Job Responsibilities of the Word Processing Supervisors/Managers

An examination of how the supervisors spend their time indicates that, as with most first-line supervisors, the largest part of their time (about one-third) is spent on the directing and coordinating function. Time is about equally spent among the other three areas of planning, organizing, and controlling. The directing and coordinating responsibility necessitates very close contact with the word processing personnel supervised. A word processing supervisor must not only motivate the personnel supervised but also must be very aware of employee progress in order to evaluate performance. Supervisors also play an important role in the selection of word processing personnel and are responsible for developing ongoing training programs. These data are somewhat comparable to that found in the Murranka study.

An important aspect of the supervisor's controlling responsibility is some type of work measurement program. Survey data suggest that it is becoming the norm in word processing to institute work measurement systems, as four-fifths of the respondents in this study and three-fourths of those responding to the most recent Deutsch, Spring, et al., studies indicated some form of work measurement in use. This study indicates line count as the most common form of measurement, as do several of the other studies. The major use of measurement results was for evaluation of total word processing production. However, note should be made that having to keep a line count of work produced was found to be a source of dissatisfaction among correspondence secretaries in the Reiff study.

Supervisors must assume as a planning responsibility the determination of the needs of their word processing staff. They must analyze the paperwork and applications in their organizations. More than four-fifths of the supervisors have been involved in determining needs and making recommendations to upper management concerning obtaining new word processing equipment. Consequently, as might be expected, it would appear that word processing supervisors have a great need to keep up with new developments and changes in equipment.

Typical of the organizing responsibilities of supervisors are organizing the work flow and coordinating work schedules of personnel. Also, it is important to note that 86 percent of the supervisors recognized their responsibility for creating an effective work environment, both physical and psychological. Word processing operators, however, when mentioning their job dislikes, have frequently indicated both inadequate management and physical environment. Supervisors recognize their responsibility in creating an effective work environment, but evidentally they have had difficulty fulfilling this responsibility.

In addition to the normal management functions, supervisors of word processing should expect to be able to operate equipment, as over half the respondents to both this survey and the most recent Deutsch, et al., survey have indicated that they operate word processing equipment at least part of the time. Also, Mitchell found that operators were dissatisfied with supervisors who were unfamiliar with the equipment.

Organizational Structure of Word Processing

Although the periodical literature and the Deutsch, et al., study indicated some move away from the centralized approach to word processing, a majority (62 percent) of the survey respondents in this study still indicated a centralized form of organization. This percentage is comparable to the 64 percent found in the Walshe study, although the Rohrer study found the most frequently cited structure was small satellite centers. Those signifying a decentralized or mixed approach indicated the adoption of satellite patterns or the establishment of mini-centers or clusters rather than significant numbers of individual work stations.

General Areas of Word Processing Responsibility

As might be expected, word processing operators are spending the greatest part of their time on the typing/keyboarding function. The kinds of work most frequently done correspond with those shown in other studies--correspondence 90 percent and narrative 89 percent. However, 80 percent also indicated that they perform statistical typing. A large majority (85 percent) of the word processing installations also are structured to handle special jobs involving unusual or nonstandardized custom typing when they occur.

Most of the firms in this study are handling considerable handwritten input, for 93 percent of the respondents indicated that they do such work. Studies by Sisco, Moody, and Rohrer also found that there was considerable handwritten input. Many (about four-fifths) of the respondents indicated that they handle a large amount of revision work and transcribe machine dictation as well.

Certain policies seem to be coming into rather general use. For example, 94 percent of the supervisors indicated that word processing document production personnel are used as "back-up" administrative support secretaries when needed in their organizations. This policy would appear to indicate that the word processing personnel should be not only qualified to operate equipment but also to carry out many administrative secretarial functions as well.

A majority of the supervisors in this study also indicated that the word processing operators in their organizations provide service to any, not just designated, principals requiring word processing services and that work is generally performed on a first-in, first-out basis.

About half of the supervisors in this study indicated that either a built-in career progression is available for them or that their organizations were working on such a plan.

Training

Although a number of the supervisors and managers indicated that they had received some type of assistance in developing management skills, either through some type of training within their organizations or from courses provided by the vendors, a large majority of them (72 percent) perceived a need for ongoing training. That the changes occurring in the field are of concern to these supervisors is evident by the fact that about half of them suggested they needed ongoing training in management information systems, including background in such topics as the interfacing of word processing and data processing. The supervisors also have perceived a need for on-going training in the methods and techniques of supervising people.

Although a number of different titles are used, Word Processing Operator was the title most frequently mentioned to describe those persons operating word processing equipment. More of the respondents indicated that equipment training is more apt to be provided by vendor schools than by any other means; however, about 40 percent of the employing organizations are providing their own training. This may be influenced by some of the vendors' charging for training more than a specific number of employees per machine. Vendor charges may also be influencing the considerable number of supervisors (39 percent) who indicated by a write-in response that equipment training was what entry-level word processing operators needed over and beyond traditional secretarial training.

The most frequently cited major job-related weakness of entry-level Word Processing Operators was inadequate grammatical skills. Most of the other weaknesses identified by the supervisors were also related to the language arts--inadequate spelling skills, proofreading skills, and knowledge of punctuation. These findings reinforce those reported in the literature and in many research studies (Deutsch, Sisco, Rohrer, Shearer).

An important factor related to both typewriting training and work experience is that in 90 percent of the organizations the operator is responsible for correct formatting. On the other hand, proofreading is often a combination of two methods--specific persons assigned to proofread most work (proofreaders) or the Word Processing Operators have responsibility for proofing their own work.

At the same time, a far greater number of word processing supervisors indicated that basic typewriting training is of even greater importance and should be learned in school; the Sisco research reported similar findings.

The respondents were not in complete agreement about the average length of the learning curve for newly employed word processing operators who could type 40-50 wam accurately but who had not been trained on magnetic media. The responses varied probably because of the differences in applications and needs. Over 75 percent measured the time required to learn the equipment in months rather than in days. The largest percentage of them indicated that it took from three to four months. Also, the kind of equipment and general sophistication of the equipment upon which the newly employed operator was being trained would probably have an influence on the length of the learning curve.

Entry-Level Requirements of Word Processing Operators

A majority (62 percent) of the organizations administer a straight-copy timed writing typing test to prospective employees, usually with a minimum of 50 words a minute required, while 32 percent administer some form of grammar test. Most studies have found 50 words a minute minimum typing speed to be the most prevalent standard.

Newspaper and other media advertising are most frequently used to recruit word processing personnel, possibly to attract experienced operators, since previous work experience was identified as being the most important employment factor considered in hiring word processing operators. Stelzner also found a relatively high use of newspaper advertising in recruiting. Another important employment factor was the impression made in the application process, related also to the second most frequently used method of recruiting, that of direct application. Still another major employment factor considered in hiring word processing operators was the extent of training on word processing magnetic equipment.

Chapter 3 has presented the findings of the study questionnaire. Also, it has summarized the most frequent responses to items and discussed the findings of the Word Processing Supervisors/Managers' interview form in relation to the literature reviewed and references cited. Chapter 4 will present the responses of the Word Processing Operators/Correspondence Secretaries to the questions on the Interview Form.

Chapter 4

RESPONSES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

Chapter 4 includes responses from the Word Processing Operator/Correspondence Secretary Interview Forms to the questions on the word processing survey. This chapter presents data of two types: (1) personal data collected from the total sample of 317 Word Processing Operators/ Correspondence Secretaries, and (2) opinions of these respondents about selected job-related topics. Data are presented in the form of percentage frequency distributions for the variables studied.

All percentage calculations were determined according to the arithmetical method of rounding any partial number to the nearest tenth of the whole number. This practice may occasionally result in the total percentage being slightly less or slightly more than 100 percent. Total percentages for each table have been rounded to 100 percent where addition of individual percentages might have resulted in slightly less or slightly more than 100 percent. In the text narrative, percentages are reported to the nearest whole number.

The purpose of the first part of Chapter 4 is to describe selected demographic characteristics of the Word Processing Operators/Correspondence Secretaries who participated in this study. The data presented represent the personal information supplied by each of the Word Processing Operators/Correspondence Secretaries responding to questions 2 through 9 on Interview Form 2 (see Appendix C). These data from questions 2 through 9 have been organized for presentation as follows: regional locations and nature of organizations, sex and age, length and type of previous office experience, present job title, length of time in present position, and educational background.

The purpose of the second part of this chapter is to present the opinions of the surveyed Word Processing Operators/Correspondence Secretaries concerning selected job-related topics in questions 10 through 17. The data are shown as percentages of the total surveyed sample (N = 317) unless a further analysis of the responses to an original question is made. In these cases the percentages reflect only that segment of the total sample being examined.

Personal Data

Regional Locations and Nature of Organzations

Table 53 describes by regional locations the frequency and percentage distributions of the organizations for which the respondents worked. The regional location showing the largest percentage of responding organizations was North-Central with 37 percent. The Southern region was represented with 23 percent, followed in order by the Eastern region (18 percent), Mountain Plains region (12 percent), and the Western region with 9 percent.

Table 53

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 317)

Region	Number	Percent
Eastern	56	17.7
Southern	72	22.7
North-Central	117	36.9
Mountain Plains	39	12.3
Western	27	8.5
No response	6	1.9
Total	317	100.0

Finance, Insurance, or Real Estate classification was checked by 20 percent of the respondents as the nature of their organization. The next most frequently checked response was the classification Other, which was marked by 15 percent of the sample surveyed. Inspection revealed that persons checking Other provided write-in information indicating word processing employment in such organizations as the petroleum industry or general consulting, with no one type being designated more than three times and most being mentioned only once. The manufacturing industry, marked by 14 percent of the Word Processing Operators/Correspondence Secretaries, was the type of organization with the next largest distribution frequency. Table 54 shows the distribution of the sample by nature of the employing organization.

Sex and Age

The distribution of the respondents according to sex reveals that the responding Word Processing Operators/Correspondence Secretaries were predominantly female. The survey found that 96 percent were female and 4 percent were male. Table 55 depicts the frequency and percentage distribution by sex of the Word Processing Operators/Correspondence Secretaries in this survey.

Table 54

NATURE OF RESPONDING ORGANIZATIONS
(N = 317)

Organization	Number	Percent
Accounting	4	1.3
Education	26	8.2
Engineering	13	4.1
Finance, Insurance, or Real Estate	64	20.2
Government	36	11.4
Legal	30	9.5
Manufacturing	45	14.2
Medical	11	3.5
Transportation, Communication, and Utilities	23	7.2
Wholesale/Retail Trade	7	2.2
Other	48	15.1
No response	10	3.1
Total	317	100.0

Table 55

SEX OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Sex	Number	Percent
Female	303	95.6
Male	11	3.5
No response	3	.9
Total	317	100.0

The data show that 84 percent of the Word Processing Operators/Correspondence Secretaries responding were under the age of 40. The data also indicate that the highest age frequency of the respondents was between ages 25 and 29, with 32 percent having checked this age range. Table 56 describes the frequency and percentage distributions by age of the surveyed Word Processing Operators/Correspondence Secretaries.

Table 56

AGE OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Range	Number	Percent
Under 20	11	3.5
20 - 24	83	26.2
25 - 29	100	31.6
30 - 39	72	22.7
40 - 49	35	11.0
50 or over	14	4.4
No response	2	.6
Total	317	100.0

Length and Type of Previous Office Experience

Table 57 provides data relative to the length and type of previous office experience of the Word Processing Operators/Correspondence Secretaries. Over 64 percent had previously been employed as Secretaries and had had an average of five years of experience. Half of the respondents (50 percent) indicated having been employed at some time in a clerical job with an average of nearly three and one-half years in this position. Nearly a third of the survey sample (33 percent) indicated a response of Other and cited such previous office experience as word processing operator, keypunch operator, or PBX operator.

Table 57

LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

			YEARS OF EXPERIENCE	
Type of Office Work	Number*	Percent	Range	Mean
Receptionist	95	30.0	1 - 20	2.6
Clerk	161	50.1	1 - 20	3.4
Secretary	204	64.3	1 - 25	5.1
Supervisor	40	12.6	1 - 15	2.9
Administrative Assistant	30	9.5	1 - 20	4.0
No office experience	13	4.1	0	0
Other	104	32.8	1 - 34	5.3

*Number exceeds 317 because some respondents indicated previous experience in more than one type of office work.

Present Job Title

Though the most frequently checked response of Word Processing Operators/Correspondence Secretaries was Other, inspection revealed that no additional titles were mentioned more than once and usually they were somewhat similar to the listed titles. The job title most frequently cited was Word Processing Operator, which was checked by 19 percent of the respondents. The next most frequent response was Correspondence/ing Secretary indicated by 14 percent of the sample survey; however, Word Processing Specialist was mentioned nearly as frequently with 13 percent of the respondents checking this job title. Table 58 discloses the frequency distribution of job titles used by the respondents.

Length of Time in Present Position

Table 59 reveals the length of time the respondents had been employed in their present position. Of the 317 Word Processing Operators/Correspondence Secretaries in the survey, 69 percent had been employed in their present position fewer than three years; only 16 percent reported a longer tenure than five years.

Table 58

PRESENT JOB TITLES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Job Title	Number	Percent
Correspondence/ing Secretary	43	13.6
Document Specialist	0	0.0
Magnetic Keyboard Specialist	1	.3
Operator (mag card, other)	8	2.5
Power Typist	0	0.0
Repro Typist	0	0.0
Secretary	7	2.2
Text Editing Typist	0	0.0
Transcriber	4	1.3
Transcription Specialist	2	.6
Typing Specialist	1	.3
Word Processing Operator	59	18.6
Word Processing Secretary	29	9.1
Word Processing Specialist	40	12.6
Word Processing Technician	11	3.5
Word Processing Typist	6	1.9
Word Processor	20	6.3
Other	62	19.5
No Response	24	7.6
Total	317	100.0

Table 59

LENGTH OF TIME IN PRESENT POSITIONS OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Length of Time	Number	Percent
Less than 6 months	39	12.3
More than 6 months, but less than 1 year	48	15.1
1 - 3 years	131	41.3
More than 3 years, but less than 5 years	47	14.8
5 years or more	50	15.8
No response	2	.6
Total	317	100.0

Educational Background

Nearly 95 percent of the Word Processing Operators/Correspondence Secretaries interviewed indicated they had attended a comprehensive high school. Most of them completed the requirements for graduation. One-fourth of the respondents attended a four-year college or university; 40 percent of them received a degree. The respondents checking Other listed such educational experiences as adult education classes, military training, and attendance at a music conservatory. Table 60 provides a description of the percentage of Word Processing Operators/Correspondence Secretaries who attended various levels and types of schools and whether a degree or certificate had been earned.

Opinions About Job-Related Topics

Job Responsibilities and Duties

Question 10 on the Interview Form for the Word Processing Operator/Correspondence Secretary was developed to determine to what extent selected job-related responsibilities and duties were performed. The Word Processing Operators/Correspondence Secretaries were asked to reply in terms of performance on the present job. Five possible responses (Always, Often, Sometimes, Rarely, or Never) were provided in this

Table 60

EDUCATIONAL BACKGROUND OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES (N = 317)

Type of School	ATTENDANCE Number*	 Percent	DEGREE OR CERTIFICATE EARNED Number*	 Percent
Comprehensive High School	300	94.6	294	92.7
Vocational High School	15	4.7	14	4.4
Community/Junior College	62	19.5	18	5.7
Private Business College	33	10.4	26	8.2
Post-Secondary Vocational or Technical School	22	6.9	16	5.0
4-Year College or University	80	25.2	32	10.1
Other	36	11.3	17	5.4

*Number exceeds 317 because respondents were directed to report all of the types of schools attended and degrees or certificates earned.

section of the checklist. Definitions for each of the responses were given as guidance for the respondents and to assure uniformity of meaning for responses selected. Replies to be checked were:

Always - if the Word Processing Operator/Correspondence Secretary performs the duty 90 to 100 percent of the time;

Often - if the Word Processing Operator/Correspondence Secretary performs the duty 70 to 89 percent of the time;

Sometimes - if the Word Processing Operator/Correspondence Secretary performs the duty 40 to 69 percent of the time;

Rarely - if the Word Processing Operator/Correspondence Secretary performs the duty 1 to 39 percent of the time; and

Never - if the Word Processing Operator/Correspondence Secretary performs the duty less than 1 percent of the time.

Because the interpretation of the questions and the responses given might vary slightly from individual to individual and from one time to another, no attempt was made to analyze or compare the findings on the basis of only one of the responses from the five choices given. Rather, the totals of two of the response choices Always and Often, were combined and used for purposes of analysis and comparison. This combined total indicates that the Word Processing Operators/Correspondence Secretaries believed they performed the duty at least 70 percent of the time.

The job duties listed in Question 10 were grouped under seven headings to aid in reading and completing this Interview Form: Typewriting and Transcription, Records Management, General Clerical, Office Machines and Equipment, Telephone, Office Procedures, and Administrative. Within the Typwriting and Transcription group, four subgroupings (Table 61 through 64) were established to aid in the discussion of the findings.

Typewriting and Transcription. The respondents were asked to check the frequency with which they performed selected tasks. Almost 70 percent of the Word Processing Operators/Correspondence Secretaries said they typed letters and memos always or often (69 percent). The next most frequently typed document was the report, which nearly half (49 percent) of the respondents typed 70 percent or more of the time. The opinions of the surveyed respondents about the frequency of typing selected documents are presented in Table 61.

The respondents in this study were also requested to specify how frequently they typed selected materials and projects. More than 63 percent of the Word Processing Operators/Correspondence Secretaries revealed that they typed short documents of 10 or fewer pages always or often, while nearly as many (58 percent) reflected that they typed original, one-time correspondence 70 percent or more of the time. Table 62 presents these responses.

The Word Processing Operators/Correspondence Secretaries surveyed were questioned about the frequency with which they typed from various inputs. The respondents most frequently indicated that they typed from handwritten input always or often (69 percent). Fifty-six percent of the Word Processing Operators/Correspondence Secretaries reported typing light-revision documents over 70 percent of the time. Other write-in additions made by the respondents included transcribing from machine dictation or composing at the keyboard, though numeric totals were small for each classification. These data are shown in Table 63.

The respondents were queried concerning how often they performed certain additional typewriting and transcription tasks or duties. Nearly 72 percent of the Word Processing Operators/Correspondence Secretaries indicated they proofread all the typed documents always or often. The next most frequently reported duty was revising previously typed work by correcting magnetic cards or tapes, with 69 percent of the respondents checking always or often. Table 64 shows the opinions of the Word Processing Operators/Correspondence Secretaries about how frequently they performed selected other typing-related operations.

Table 61

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF TYPING DIFFERENT KINDS OF DOCUMENTS
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Type letters and memos	No.	109	110	58	30	6	4
	%	34.4	34.7	18.3	9.5	1.9	1.3
Type reports	No.	50	106	96	47	9	9
	%	15.7	33.4	30.3	14.8	2.8	2.8
Type legal documents	No.	26	32	58	82	106	13
	%	8.2	10.1	18.3	25.9	33.4	4.1
Type business forms	No.	12	41	72	94	80	18
	%	3.8	12.9	22.7	29.6	25.2	5.7
Type company manuals, policies	No.	26	53	94	85	49	10
	%	8.2	16.7	29.6	26.8	15.5	3.2
Type tabulated materials	No.	37	84	106	68	16	6
	%	11.7	26.5	33.4	21.5	5.0	1.9
Type statistical data	No.	30	69	103	73	29	13
	%	9.5	21.8	32.5	23.0	9.1	4.1
Type mailing lists	No.	24	37	72	100	71	13
	%	7.6	11.7	22.7	31.5	22.4	4.1
Type telegrams	No.	4	5	20	37	224	27
	%	1.3	1.6	6.3	11.7	70.7	8.5
Type financial statements	No.	14	19	39	77	110	58
	%	4.4	6.0	12.3	24.3	34.7	18.3
Other	No.	9	21	15	3	3	266
	%	2.8	6.6	4.7	1.0	1.0	83.9

Table 62

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF TYPING OF VARIOUS MATERIALS AND PROJECTS
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Type repetitive correspondence	No.	55	108	74	45	24	11
	%	17.3	34.1	23.3	14.2	7.6	3.5
Type original one-time correspondence	No.	76	109	64	40	20	8
	%	24.0	34.4	20.2	12.6	6.3	2.5
Type short documents (10 or fewer pages)	No.	78	123	57	27	15	17
	%	24.6	38.8	18.0	8.5	4.7	5.4
Type medium-length documents (11-25 pages)	No.	36	100	80	40	36	25
	%	11.4	31.5	25.2	12.6	11.4	7.9
Type long documents (26 or more pages)	No.	31	73	78	73	46	16
	%	9.8	23.0	24.6	23.0	14.5	5.1
Type special projects	No.	26	73	111	81	11	15
	%	8.2	23.0	35.0	25.6	3.5	4.7
Type confidential materials	No.	30	50	91	85	53	8
	%	9.5	15.8	28.7	26.8	16.7	2.5
Type stencils	No.	2	3	2	14	281	15
	%	.6	.9	.6	4.4	88.6	4.7
Type spirit masters	No.	1	2	4	8	285	17
	%	.3	.6	1.3	2.5	89.9	5.4
Type offset masters	No.	3	4	10	13	267	20
	%	.9	1.3	3.2	4.2	84.2	6.3
Type carbon copies	No.	92	63	24	36	94	8
	%	29.0	19.9	7.6	11.4	29.6	2.5

Table 63

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF TYPING FROM VARIOUS INPUTS
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Type from handwritten input	No.	67	151	65	28	3	3
	%	21.1	47.6	20.5	8.8	.9	.9
Type from typewritten (light revision)	No.	40	137	91	34	9	6
	%	12.6	43.2	28.7	10.7	2.8	1.9
Type from typewritten (heavy revision)	No.	44	117	89	44	17	6
	%	13.9	36.9	28.1	13.9	5.4	1.9
Type from rough draft	No.	44	121	91	29	15	17
	%	13.9	38.2	28.7	9.1	4.7	5.4
Type from OCR	No.	4	13	13	19	186	82
	%	1.3	4.1	4.1	6.0	58.7	25.9
Other	No.	20	16	7	5	5	264
	%	6.3	5.0	2.2	1.6	1.6	83.3

Table 64

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF OTHER TYPING-RELATED OPERATIONS
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Produce copies by automatic playback	No.	159	51	26	31	39	11
	%	50.1	16.1	8.2	9.8	12.3	3.5
Correct errors by coding during playback	No.	82	43	46	32	97	17
	%	25.9	13.6	14.5	10.1	30.6	5.4
Revise previously typed work by correcting magnetic cards or tapes	No.	140	78	24	11	56	8
	%	44.2	24.6	7.6	3.5	17.7	2.5
Transcribe machine dictation	No.	74	99	60	32	49	3
	%	23.3	31.2	18.9	10.1	15.5	.9
Prioritize documents, tasks	No.	97	78	52	36	39	15
	%	30.6	24.6	16.4	11.4	12.3	4.7
Proofread all typed documents	No.	180	47	37	14	26	13
	%	56.8	14.8	11.7	4.4	8.2	4.1
Handle confidential correspondence data by transcription	No.	32	39	75	68	77	26
	%	10.1	12.3	23.6	21.4	24.3	8.2
Other	No.	6	4	1	2	4	300
	%	1.9	1.3	.3	.6	1.3	94.6

Records Management. The survey sample of Word Processing Operators/Correspondence Secretaries were asked how frequently they performed selected Records Management duties and responsibilities. More of the respondents indicated that they were responsible always or often for organizing and maintaining a filing system for stored or recorded data than any other single response (64 percent). The next most frequent response was the responsibilty of logging their work in and out, with 61 percent checking the Always or Other columns. The frequencies of performing selected Records Management duties and responsibilities are reported in Table 65.

General Clerical. The respondents were requested to indicate the frequency with which they performed general clerical duties. Though 28 percent said they were responsible always or often for meeting and greeting people visiting the center(s), nearly 45 percent reported they were rarely or never involved with this task. Similarly, although 20 percent replied that they were always or often responsible for requisitioning or maintaining office supplies, nearly two-thirds of the Word Processing Operators/Correspondence Secretaries (64 percent) indicated that they were rarely or never responsible for doing so. Data concerning these responses are shown in Table 66.

Office Machines and Equipment. The two responsibilities most often checked by the Word Processing Operators/Correspondence Secretaries as performed always or often were changing typewriter ribbons and taking general care of equipment (79 percent) followed by operating dictation equipment (45 percent). The next most frequent responses were nearly equal: 38 percent said they always or often operated magnetic card equipment, while 38 percent also indicated they operated a cathode ray tube display unit always or often. Very few operated a manual typewriter, a composer, phototypesetting equipment, an executive typewriter, or an MT/ST or MC/ST. These data are presented in Table 67.

Telephone. The most prevalent responsibility related to the telephone was to answer incoming calls. Over 40 percent of the respondents acknowledged that they were always or often responsible for this task. The second highest frequency of telephone duties performed always or often by those Word Processing Operators/Correspondence Secretaries surveyed was the responsibility of placing calls to principals to seek clarification or directions (29 percent). Table 68 portrays the responses concerning the frequency of performing duties relative to the telephone.

Office Procedures. The respondents were asked to disclose the reference books most frequently used by them in their work. The dictionary was most frequently cited, with 61 percent indicating they used it always or often. Word processing procedures manuals received the next highest usage, with 29 percent of the respondents indicating they used them always or often.

The responding Word Processing Operators/Correspondence Secretaries were also asked to designate how often they were responsible for performing some other listed office procedure duties. The item with the

Table 65

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF RECORDS MANAGEMENT DUTIES
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Organize and maintain a retention filing system	No.	129	39	37	28	75	9
	%	40.7	12.3	11.7	8.8	23.7	2.8
Organize and maintain a filing system for stored or recorded data	No.	162	42	36	27	43	7
	%	51.1	13.2	11.4	8.5	13.6	2.2
Interpret coding system for documents typed in WP center	No.	89	43	38	25	102	20
	%	28.1	13.6	12.0	7.9	32.2	6.3
Assist supervisors with routine reports	No.	37	50	65	51	105	9
	%	11.7	15.8	20.5	16.1	33.1	2.8
Maintain daily production records for center(s)	No.	127	23	27	21	109	10
	%	40.1	7.3	8.5	6.6	34.4	3.1
Log your work in and out	No.	172	21	28	30	49	17
	%	54.2	6.6	8.8	9.5	15.5	5.4
Maintain and update programmed stored data	No.	115	63	45	27	50	17
	%	36.3	19.9	14.2	8.5	15.8	5.4
Other	No.	5	1	0	0	2	309
	%	1.6	.3	0.0	0.0	.6	97.5

Table 66

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF PERFORMING GENERAL CLERICAL DUTIES
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Meet and greet people visiting the center(s)	No.	35	55	79	86	54	8
	%	11.0	17.4	24.9	27.1	17.0	2.5
Requisition and maintain office supplies	No.	44	19	42	68	135	9
	%	13.9	6.0	13.2	21.5	42.6	2.8
Other	No.	5	2	3	3	2	302
	%	1.6	.6	.9	.9	.6	95.3

Table 67

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF DUTIES RELATIVE TO OFFICE MACHINES AND EQUIPMENT
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Change typewriter ribbons and take general care of equipment	No.	219	31	23	21	15	8
	%	69.1	9.8	7.3	6.6	4.7	2.5
Operate copy machine	No.	23	45	67	117	53	12
	%	7.3	14.2	21.1	36.9	16.7	3.8
Operate dictation equipment	No.	66	76	72	37	62	4
	%	20.8	24.0	22.8	11.7	19.5	1.3
Operate adding machine	No.	7	6	33	72	194	5
	%	2.2	1.9	10.4	22.7	61.2	1.6
Operate electronic calculator	No.	10	10	32	62	199	4
	%	3.1	3.1	10.1	19.6	62.8	1.3
Operate manual typewriter	No.	1	1	4	17	291	3
	%	.3	.3	1.3	5.4	91.8	.9
Operate electric typewriter	No.	26	6	30	60	191	4
	%	8.2	1.9	9.5	18.9	60.2	1.3
Operate correcting selectric	No.	18	12	27	63	194	3
	%	5.7	3.8	8.5	19.9	61.2	.9
Operate executive typewriter (proportional)	No.	4	6	4	18	279	6
	%	1.3	1.9	1.3	5.7	88.0	1.9
Operate facsimile	No.	3	0	8	11	277	18
	%	.9	0.0	2.5	3.5	87.4	5.7

Table 67 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Operate memory typewriter	No.	48	9	8	17	220	15
	%	15.1	2.8	2.5	5.4	69.4	4.7
Operate MC/ST	No.	21	6	9	8	255	18
	%	6.6	1.9	2.8	2.5	80.4	5.7
Operate MT/ST	No.	6	3	3	8	275	22
	%	1.9	.9	.9	2.5	86.8	6.9
Operate mag card, etc.	No.	98	22	22	19	140	16
	%	30.9	6.9	6.9	6.0	44.2	5.0
Operate Cathode ray tube display unit	No.	94	25	12	6	167	13
	%	29.6	7.9	3.8	1.9	52.7	4.1
Operate composer	No.	8	5	4	7	281	12
	%	2.5	1.6	1.3	2.2	88.6	3.8
Operate phototypesetting equipment	No.	2	3	6	6	272	28
	%	.6	.9	1.9	1.9	85.8	8.8
Other	No.	43	8	5	3	4	254
	%	13.6	2.5	1.6	.9	1.3	80.1

Table 68

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF DUTIES RELATIVE TO THE TELEPHONE
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Answer incoming calls	No.	55	73	84	70	31	4
	%	17.3	23.0	26.5	22.1	9.8	1.3
Place calls to principals seeking clarification or directions	No.	32	59	75	70	78	3
	%	10.1	18.6	23.6	22.1	24.6	.9
Place long distance calls	No.	8	8	19	55	222	5
	%	2.5	2.5	6.0	17.3	70.0	1.6
Maintain a telephone log	No.	5	5	5	16	275	11
	%	1.6	1.6	1.6	5.0	86.7	3.5
Record telephone messages for others	No.	35	40	72	91	66	13
	%	11.0	12.6	22.7	28.7	20.8	4.1
Other	No.	1	5	1	2	3	305
	%	.3	1.6	.3	.6	.9	96.2

largest number of always or often responses was handling revisions (81 percent). The next most frequent response was proofreading own work, which was always or often the responsibility of 76 percent of the survey sample. These data are shown in Table 69.

Administrative. The responsibility most frequently cited was to follow directions from supervisors. Over 85 percent of the Word Processing Operators/Correspondence Secretaries indicated that they were always or often responsible for following directions from supervisors. The next most frequent response was to assist in training new word processing personnel, indicated by 29 percent of the respondents. These responses are presented in Table 70.

Total Working Time

The Word Processing Operators/Correspondence Secretaries were questioned concerning the approximate percentage of total working time they spent on six functional office areas: Typewriting and Transcription, Records Management, General Clerical, Telephone, Office Procedures, and Administrative. The mean percentage of time spent on typewriting and transcription activities was 70 percent. Though checked by a much smaller number of respondents, office procedural tasks received the next highest number of responses with a mean percentage time of nearly 17 percent. These data are shown in Table 71 and should be examined in terms of general relationships of the functional office areas to each other.

Training Practices

Initial Training on Magnetic Media. The Word Processing Operators/Correspondence Secretaries were asked to identify the source of their initial training on magnetic media equipment. More of the respondents checked the organization for which they worked than any other single source (40 percent). Equipment vendor(s) were the initial source of training reported by 29 percent of the respondents. These data are reported in Table 72.

In-Service and Other Equipment Training. The responding Word Processing Operators/Correspondence Secretaries were requested to check the types and extent of equipment training they received when first hired as a Word Processing Operator/Correspondence Secretary. Over half responded that they had attended equipment vendor schools (52 percent), and the average time spent in this type of equipment training was slightly over 24 hours. Forty-six percent of the respondents also acknowledged having attended formal in-house training programs with a mean training time of nearly 35 hours. Table 73 describes the source and extent of in-service/other equipment training received by the respondents.

On-Going Training. The Word Processing Operators/Correspondence Secretaries were queried about how they learned of new equipment, procedures, and applications. Vendor demonstration was the source most often cited by the respondents (54 percent). In-house presentations were next

Table 69

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF PERFORMING VARIOUS OFFICE PROCEDURES
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Use dictionary	No.	99	94	81	32	6	5
	%	31.2	29.6	25.6	10.1	1.9	1.6
Use secretary's manuals	No.	44	42	89	61	75	6
	%	13.9	13.2	28.1	19.2	23.7	1.9
Use thesaurus	No.	11	8	26	51	212	9
	%	3.5	2.5	8.2	16.1	66.9	2.8
Use word processing procedures manuals	No.	42	51	79	85	55	5
	%	13.2	16.1	24.9	26.8	17.4	1.6
Use telephone directory	No.	34	46	79	80	70	8
	%	10.7	14.5	24.9	25.2	22.1	2.5
Provide editorial review	No.	27	28	33	43	178	8
	%	8.5	8.8	10.4	13.6	56.2	2.5
Proofread own work	No.	209	31	35	18	18	6
	%	65.9	9.8	11.0	5.7	5.7	1.9
Format new jobs	No.	98	82	47	27	60	3
	%	30.9	25.9	14.8	8.5	18.9	.9
Handle revisions	No.	153	103	27	17	13	4
	%	48.3	32.5	8.5	5.4	4.1	1.3

Table 69 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Set machines for operations	No.	134	47	41	24	61	10
	%	42.3	14.8	12.9	7.6	19.2	3.2
Set your own work priorities	No.	128	71	46	30	28	14
	%	40.4	22.4	14.5	9.5	8.8	4.4
Other	No.	1	4	1	0	0	311
	%	.3	1.3	.3	0.0	0.0	98.1

Table 70

GENERAL JOB RESPONSIBILITIES AND DUTIES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

FREQUENCY OF PERFORMING VARIOUS ADMINISTRATIVE DUTIES
(N = 317)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Follow directions from supervisors	No.	200	70	23	15	5	4
	%	63.1	22.1	7.2	4.7	1.6	1.3
Give directions to a group	No.	15	35	66	72	125	4
	%	4.7	11.0	20.8	22.7	39.4	1.3
Assist in developing procedures for word processing center(s)	No.	36	45	88	75	70	3
	%	11.3	14.2	27.8	23.7	22.1	.9
Plan equipment inspection schedule	No.	8	7	15	24	259	4
	%	2.5	2.2	4.7	7.6	81.7	1.3
"Try out" new word processing equipment	No.	21	22	54	90	126	4
	%	6.6	6.9	17.0	28.4	39.7	1.3
Assist in training new word processing personnel	No.	51	42	71	60	89	4
	%	16.1	13.2	22.4	18.9	28.1	1.3
Maintain and report charge-back costs to various departments	No.	18	7	11	18	259	4
	%	5.7	2.2	3.5	5.7	81.7	1.3
Maintain employee records in the word processing center(s)	No.	14	10	18	23	246	6
	%	4.4	3.1	5.7	7.3	77.6	1.9

Table 70 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Provide tours of center(s) for visitors	No.	12	14	42	67	175	7
	%	3.8	4.4	13.2	21.1	55.2	2.2
Demonstrate equipment use	No.	23	38	80	105	62	9
	%	7.3	12.0	25.2	33.1	19.6	2.8
Other	No.	1	2	1	0	2	311
	%	.3	.6	.3	0.0	.6	98.1

Table 71

APPROXIMATE PERCENTAGE OF TOTAL WORKING TIME SPENT ON AREAS OF RESPONSIBILITY BY WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Area	PERCENTAGE RANGE 1 - 20	21 - 40	41 - 60	61 - 80	81 - 100	No Response To Range	Mean Percent of Time Spent*
Typewriting and Transcription	14	12	49	96	109	37	70.1
Records Management	249	22	5	5	5	31	12.6
General Clerical	263	10	2	3	2	37	11.5
Telephone	266	10	4	2	1	34	12.5
Office Procedures	232	27	10	2	11	35	17.3
Administrative	251	17	3	2	4	40	8.5

*Mean calculated from raw score data rather than from percentage range.

Table 72

SOURCES OF INITIAL TRAINING ON MAGNETIC MEDIA FOR WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Source	Number	Percent
High School	3	.9
Community/Junior College	4	1.3
Private Business College	4	1.3
Post-Secondary Vocational or Technical School	5	1.6
4-Year College or University	3	.9
Equipment vendor(s)	91	28.7
Your organization	127	40.1
Another organization	40	12.6
Other	19	6.0
No response	21	6.6
Total	317	100.0

in the frequency distribution (42 percent), closely followed by reading office magazines and books (41 percent). All responses to this question are shown in Table 74.

Career Path Opportunities

Because the development of a career path for word processing personnel has been acclaimed as one of the advantages in the development of word processing, the respondents were asked if an established "built-in" career progression for Word Processing personnel existed in their organizations. Over half of the Word Processing Operators/Correspondence Secretaries disclosed that no career path existed for word processing personnel in their firm (52 percent). No effort was made to determine how many believed that their organization was in the process of developing a career path. Table 75 presents these data.

Table 73

TYPE AND EXTENT OF IN-SERVICE/OTHER EQUIPMENT TRAINING RECEIVED BY NEWLY EMPLOYED WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

			HOURLY RANGE				
Type of Training	Number*	Percent	1 - 20	21 - 40	41 - 60	61 and over	Mean Number of Hours
Attends equipment vendor school(s)	164	51.7	79	70	6	3	24.3
Formal in-house training	145	45.7	51	48	3	18	34.9
No training provided other than explanations and occasional help from other Word Processing employees	75	23.7	23	9	1	5	49.1
Other	48	15.1	16	5	4	3	40.0

*Number exceeds 317 because respondents were requested to check all of the types of in-service equipment training received when first employed.

Table 74

SOURCE OF ON-GOING TRAINING OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES (N = 317)

Source of Training	Number*	Percent
Adult education course(s)	1	0.3
College course(s)	6	1.9
In-house presentations	134	42.3
Office magazines and books	129	40.7
Membership in professional associations	40	12.6
Seminars and workshops	92	29.0
Vendor demonstrations	172	54.3
Other	55	17.4

*Number exceeds 317 because respondents were requested to indicate all of the sources of on-going training.

Table 75

EXISTENCE OF ESTABLISHED CAREER PATH FOR WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES (N = 317)

Established Career Path	Number	Percent
Yes	130	41.0
No	166	52.4
No Response	21	6.6
Total	317	100.0

Job-Related Weaknesses of Word Processing Operators/Correspondence Secretaries

The surveyed respondents were asked to identify in rank order any job-related weaknesses they had noted in themselves or others. In practice, many respondents simply checked three weaknesses but did not rank them. Because of this substantial number, the decision was made to include them in the total. The percentage reflects this total.

For purposes of discussion and analysis, the three rankings and the checked column have been added together to determine the percentage of respondents indicating their awareness that the weakness existed; however, the various rankings of each of the weaknesses can be seen in Table 76. When all of the responses were added together, 70 percent of the Word Processing Operators/Correspondence Secretaries had checked inadequate grammatical skills as being the major weakness, with 109 of them citing this as the number one weakness. The second most-cited weakness was an inadequate knowledge of punctuation (62 percent).

Employment "Likes" of Present Job

An open-end question was used to encourage the Word Processing Operators/Correspondence Secretaries to determine those factors they most liked about their present job. The open-end technique was used in order to avoid the possibility of biasing the responses through the power of suggestion. The respondents were not asked to rank their responses. Table 77 indicates the responses provided by the survey group. The most frequently cited employment "like" was the variety of work they handled (67 percent), followed next in frequency (nearly 57 percent) who indicated that they appreciated the machine capability and efficiency. Over half of the Word Processing Operators/Correspondence Secretaries indicated enjoying working with their fellow employees (51 percent). The opportunity to control the work environment was listed by 44 percent, while over one-fourth (27 percent) wrote they liked the status of working in a center. Twenty percent said they liked the compensation program. Table 77 shows these data.

Employment "Dislikes" of Present Job

Next, the respondents were asked to write (open-end technique) those factors which they most disliked about their present job. The most frequently named employment "dislike" of the respondents was the physical work facilities and arrangement (38 percent). One-fourth of the Word Processing Operators/Correspondence Secretaries listed that they disliked time pressure at peak periods (25 percent), while the compensation program was cited by 22 percent. Over one-fifth (21 percent) of the respondents disliked tedious, boring work; and 20 percent wrote that inefficient management was a factor of dislike. The employment-related "dislikes" are shown in Table 78. Those responses which were mentioned by only one or two respondents are included in the Other response.

Table 76

MAJOR WEAKNESSES OF WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Specific Weaknesses	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Inadequate basic typing skills (speed and accuracy)	22	2	5	19	48	15.1
Inadequate grammar skills	109	8	13	93	223	70.3
Inadequate knowledge of punctuation	42	63	7	85	197	62.1
Inadequate proofreading skills	46	14	23	100	183	57.7
Inadequate spelling skills	12	41	37	65	155	48.9
Inadequate use of dictionary	4	13	13	21	51	16.1
Inadequate vocabulary; lack specialized terminology	23	37	37	82	179	56.5
Lack of experience in the business world	5	17	16	27	65	20.5
Lack of experience or training on magnetic typewriter	4	20	19	40	83	26.2
Poor attitude	9	10	36	41	96	30.3
Tend to type in similar pattern to how one speaks (e.g., leave off word endings)	2	2	21	21	46	14.5

*Number exceeds 317 because respondents were asked to rank the three weaknesses they had noted of Word Processing Operators/Correspondence Secretaries.

Table 77

EMPLOYMENT "LIKES" CITED BY WORD PROCESSING OPERATORS/ CORRESPONDENCE SECRETARIES
(N = 317)

Employment "Likes"	Number Listed*	Percent
Variety of work	213	67.2
Machine capability and efficiency	179	56.5
Fellow employees in the center	161	50.8
Opportunity to control work environment	140	44.2
Status of working in a center	84	26.5
Compensation program	63	19.9
Other	32	10.1

*Number exceeds 317 because respondents were directed to list more than one employment "like."

Needed Competencies and Where They Should be Learned

The Word Processing Operators/Correspondence Secretaries were asked to identify to what extent specific competencies were important and needed by an entry-level Word Processing Operator/Correspondence Secretary. Three possible responses (very important, somewhat important, and unimportant) were provided in a checklist. The frequency distribution on only the very important responses will be discussed; however, the tables present all of the responses indicated for each competency.

After identifying the level of importance of competencies needed by an entry-level Word Processing Operator/Correspondence Secretary, the respondents were requested to indicate also where each of the competencies they had checked as being important (includes very important and somewhat important responses) should be learned. Four responses concerning where competencies should be learned were provided in the checklist: Learned in School, Learned on the Job, Learned in School and on the Job, and No Opinion. A no response has been tabulated as a No Opinion.

The competency data have been organized for presentation as follows: Typewriting (including transcription); Records Management and Telephone; Office Machine and Equipment; Data Collection, Research, and Mathematics; Grammatical Skills; and General Clerical and Administrative

Table 78

EMPLOYMENT "DISLIKES" CITED BY WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Employment "Dislikes"	Number Listed*	Percent
Physical work facilities and arrangement	119	37.5
Time pressure at peak periods	78	24.6
Compensation program	70	22.1
Tedious, boring work	67	21.1
Inefficient management	63	19.9
Poor communication of work order	51	16.1
Lack of appreciation	45	14.2
Fellow employees in the center	32	10.1
Lack of personal interaction	12	3.8
Other	98	30.9

*Number exceeds 317 because respondents were directed to list more than one employment "dislike."

Skills. Within the Typewriting group, four subgroupings were established for purposes of discussion and are shown in Tables 79 through 86 First, discussion will focus on the importance of a specific competency, followed by a discussion of where the important competencies should be learned.

Typewriting Competencies. Table 79 presents the data relative to needed typewriting skills and abilities for typing in general and in typing selected kinds of documents, as viewed by the Word Processing Operators/ Correspondence Secretaries. The competency determined to be very important by the largest percentage of the Word Processing Operators/Correspondence Secretaries surveyed was typing with accuracy (89 percent). Next in the frequency distribution, in terms of being identified as very important, was the ability to type letters and memos, cited by 77 percent of the respondents.

Table 79

LEVEL OF IMPORTANCE OF TYPEWRITING COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to type with speed	No.	168	138	5	6
	%	53.0	43.5	1.6	1.9
Ability to type with accuracy	No.	281	28	1	7
	%	88.6	8.8	.3	2.2
Ability to type letters and memos	No.	243	63	4	7
	%	76.6	19.9	1.3	2.2
Ability to type reports	No.	194	107	8	8
	%	61.2	33.8	2.5	2.5
Ability to type legal documents	No.	113	117	70	17
	%	35.6	36.9	22.1	5.4
Ability to type business forms	No.	105	138	63	11
	%	33.1	43.5	19.9	3.5
Ability to type company manuals	No.	118	139	47	13
	%	37.2	43.8	14.8	4.1
Ability to type tabulated materials	No.	159	124	21	13
	%	50.2	39.1	6.6	4.1
Ability to type statistical data	No.	140	128	36	13
	%	44.2	40.4	11.3	4.1
Ability to keyboard information on magnetic tape or cards	No.	206	54	29	28
	%	65.0	17.0	9.1	8.8

When the Word Processing Operators/Correspondence Secretaries who had indicated that a competency was important were asked where a selected typewriting competency should be learned, half (50 percent) indicated that the ability to type with accuracy (the competency cited more times as being very important than any other) should be learned both in school and on the job with 40 percent indicating this should be learned in school. Over 48 percent of the respondents also said that the ability to type letters and memos (the second most frequently cited important competency) should be learned both in school and on the job. Table 80 shows these data and may be compared with the information presented in Table 79.

Competency data concerning the level of importance of being capable of typing from certain kinds of input are shown in Table 81. Two competencies were considered to be almost equal in terms of being very important: typing from typed copy (74 percent) and typing from rough draft (also 74 percent). These data are presented in Table 81.

When queried about where the previously mentioned competencies should be learned, the response most often checked by the Word Processing Operators/Correspondence Secretaries was that the ability to type from typed copy should be learned both in school and on the job (40 percent), and 42 percent thought the ability to type from rough draft should also be learned in school and the job. Table 82 shows these data and can be related to the information presented in Table 81.

The Word Processing Operators/Correspondence Secretaries were asked their opinions concerning how important it is for entry-level Word Processing Operators/Correspondence Secretaries to be able to handle selected other typewriting operations competently. The ability to keyboard documents with satisfactory turnaround time was indicated as being very important by a great majority of the respondents (83 percent). Next in order of frequency was the ability to change typewriter ribbons and care for equipment (59 percent). Thirty-nine percent of the respondents said the ability to operate an electric typewriter was very important. These data may be seen in Table 83.

The ability to keyboard documents with satisfactory turnaround time (a typewriting competency deemed as very important) should be learned both in school and on the job, according to 45 percent of the surveyed Word Processing Operators/Correspondence Secretaries. The ability to change typewriter ribbons and care for equipment should be learned both in school and on the job (39 percent). Table 84 shows these responses and should be viewed in relation to Table 83.

The surveyed word Processing Operators/Correspondence Secretaries were questioned about the importance of a miscellaneous grouping of competencies more closely related to typewriting than other general areas. Most of the respondents (90 percent) said that the ability to demonstrate competency in listening and following directions was very important. The next largest segment of Word Processing Operators/Correspondence Secretaries (80 percent) cited the ability to proofread typed documents as being very important. The level of importance of the listed concomitant competencies expressed by the respondents may be seen in Table 85.

Table 80

WHERE TYPEWRITING COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

Competencies		Learned in School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to type with speed	No.	124	14	143	25
	%	40.5	4.6	46.7	8.2
Ability to type with accuracy	No.	122	9	155	23
	%	39.5	2.9	50.2	7.4
Ability to type letters and memos	No.	83	57	148	18
	%	27.1	18.6	48.4	5.9
Ability to type reports	No.	45	100	1[illegible]1	25
	%	15.0	33.2	43.5	8.3
Ability to type legal documents	No.	32	92	94	12
	%	13.9	40.0	40.9	5.2
Ability to type business forms	No.	31	115	86	11
	%	12.8	47.3	35.4	4.5
Ability to type company manuals	No.	17	162	68	10
	%	6.6	63.0	26.5	3.9
Ability to type tabulated materials	No.	101	49	121	12
	%	35.7	17.3	42.8	4.2
Ability to type statistical data	No.	72	49	133	14
	%	26.9	18.3	49.6	5.2
Ability to keyboard information on magnetic tape or cards	No.	40	80	131	9
	%	15.4	30.8	50.4	3.5

Table 81

LEVEL OF IMPORTANCE OF COMPETENCIES RELATED TO TYPEWRITING FROM VARIOUS INPUTS NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to type from shorthand notes	No.	21	64	221	11
	%	6.6	20.2	69.7	3.5
Ability to type from handwritten notes	No.	207	87	17	6
	%	65.3	27.4	5.4	1.9
Ability to type from dictation machines	No.	210	80	17	10
	%	66.2	25.2	5.4	3.2
Ability to type from typed copy	No.	236	65	9	7
	%	74.4	20.5	2.8	2.2
Ability to type from rough draft	No.	235	71	5	6
	%	74.1	22.4	1.6	1.9

Table 82

WHERE COMPETENCIES RELATED TO TYPEWRITING FROM VARIOUS INPUTS SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to type from shorthand notes	No.	80	0	4	1
	%	94.1	0.0	4.7	1.2
Ability to type from handwritten notes	No.	41	131	98	24
	%	13.9	44.6	33.3	8.2
Ability to type from dictation machines	No.	79	55	139	17
	%	27.2	19.0	47.9	5.9
Ability to type from typed copy	No.	86	72	121	22
	%	28.6	23.9	40.2	7.3
Ability to type from rough draft	No.	59	93	127	27
	%	19.3	30.4	41.5	8.8

Table 83

LEVEL OF IMPORTANCE OF OTHER TYPEWRITING OPERATIONAL COMPETENCIES NEEDED ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to change typewriter ribbons, care for equipment	No.	187	99	24	7
	%	59.0	31.2	7.6	2.2
Ability to keyboard documents with satisfactory turn-around time	No.	262	33	7	15
	%	82.6	10.4	2.2	4.7
Ability to operate manual typewriter	No.	41	78	186	12
	%	12.9	24.6	58.7	3.8
Ability to operate electric typewriter	No.	124	133	51	9
	%	39.1	42.0	16.1	2.8
Ability to operate correcting Selectric	No.	90	135	81	11
	%	28.4	42.6	25.5	3.5
Ability to operate executive typewriter	No.	36	93	171	17
	%	11.4	29.3	53.9	5.4
Ability to operate facsimile equipment	No.	22	58	203	34
	%	6.9	18.3	64.0	10.7
Ability to operate memory typewriter	No.	89	90	119	19
	%	28.1	28.4	37.5	6.0

Table 83 (Continued)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to operate MC/ST	No.	55	59	164	39
	%	17.3	18.6	51.7	12.3
Ability to operate MT/ST	No.	23	66	185	43
	%	7.3	20.8	58.3	13.6
Ability to operate Cathode Ray Tube display unit	No.	94	64	130	29
	%	29.7	20.2	41.0	9.1
Ability to operate composer	No.	13	59	205	40
	%	4.1	18.6	64.7	12.6
Ability to operate phototypesetting equipment	No.	18	57	207	35
	%	5.7	18.0	65.3	11.0

Table 84

WHERE COMPETENCIES RELATED TO TYPEWRITING OPERATIONS SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to change typewriter ribbons, care for equipment	No.	82	70	112	22
	%	28.7	24.5	39.2	7.7
Ability to keyboard documents with satisfactory turnaround time	No.	30	110	132	23
	%	10.2	37.3	44.7	7.8
Ability to operate manual typewriter	No.	93	0	14	12
	%	78.2	0.0	11.8	10.1
Ability to operate electric typewriter	No.	174	4	55	24
	%	67.7	1.6	21.4	9.3
Ability to operate correcting selectric	No.	104	32	66	23
	%	46.2	14.2	29.3	10.2
Ability to operate executive typewriter	No.	64	12	33	20
	%	49.6	9.3	25.6	15.5
Ability to operate facsimile equipment	No.	27	19	17	17
	%	33.8	23.8	21.2	21.2
Ability to operate memory typewriter	No.	57	42	69	11
	%	31.8	23.5	38.5	6.1
Ability to operate MC/ST	No.	26	17	25	46
	%	22.8	14.9	21.9	40.4
Ability to operate MT/ST	No.	16	9	33	31
	%	18.0	10.1	37.1	34.8
Ability to operate Cathode Ray Tube display unit	No.	24	48	70	16
	%	15.2	30.4	44.3	10.1
Ability to operate composer	No.	15	25	16	16
	%	20.8	34.7	22.2	22.2
Ability to operate phototypesetting equipment	No.	12	18	22	23
	%	16.0	24.0	29.3	30.7

Table 85

LEVEL OF IMPORTANCE OF OTHER CONCOMITANT COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to correct errors by coding during playback	No. %	178 56.1	71 22.4	52 16.4	16 5.0
Ability to produce copies by automatic playback	No. %	199 62.8	67 21.1	35 11.0	16 5.0
Ability to revise previously typed work by correcting magnetic cards or tape	No. %	239 75.4	39 12.3	27 8.5	12 3.8
Ability to transcribe machine dictation with speed and accuracy	No. %	226 71.3	67 21.1	18 5.7	6 1.9
Ability to demonstrate competency in listening skills, following directions	No. %	284 89.6	28 8.8	1 .3	4 1.3
Ability to prioritize documents, tasks	No. %	177 55.8	105 33.1	28 8.8	7 2.2
Ability to proofread typed documents	No. %	255 80.4	42 13.2	8 2.5	12 3.8
Ability to handle confidential correspondence, data	No. %	199 62.8	85 26.8	22 6.9	11 3.5

Table 86 shows that the Word Processing Operators/Correspondence Secretaries believed that the ability to demonstrate competency in listening and following directions could best be learned both in school and on the job (49 percent). The ability to proofread typed documents (the competency next most frequently cited as being very important) should also be learned in school and on the job, according to 51 percent of the respondents. Table 86 provides this information and can be related to the data in Table 85 for purposes of analysis.

Records Management and Telephone Competencies. The Word Processing Operators/Correspondence Secretaries were asked the level of importance they attached to selected Records Management competencies for an entry-level Word Processing Operator/Correspondence Secretary. Over half of the respondents said that the ability to organize and maintain a filing system for stored and recorded data was very important (52 percent). An almost equal proportion of Word Processing Operators/Correspondence Secretaries stated that the ability to use a filing system was very important (51 percent).

Though the competencies were listed on the Interview Form as a distinct area, the respondents were asked to evaluate only one general competency, which was the ability to handle telephone duties. Forty-five percent of the Word Processing Operators/Correspondence Secretaries said that this competency was very important for entry-level word processing personnel to possess. Table 87 provides a description of the opinions of the surveyed respondents about the level of importance concerning selected records management and telephone competencies.

When queried regarding where the ability to organize and maintain a filing system for stored and recorded data should be learned, 46 percent of the respondents indicated that this should be learned on the job, while 38 percent thought this competency should be learned both in school and on the job. Forty-one percent of the Word Processing Operators/Correspondence Secretaries thought that the ability to use a filing system should be learned in school and on the job.

The surveyed respondents said that the ability to handle telephone duties could best be learned both in school and on the job (43 percent). Table 88 shows where the respondents thought these competencies should be learned. For further analysis, these data should be examined and related to the information presented in Table 87.

Office Machine and Equipment Competencies. The respondents were asked to identify the level of importance of competencies associated with operating selected office machines and equipment for an entry-level Word Processing Operator/Correspondence Secretary. A majority indicated that the ability to operate dictation equipment (individual) was very important (54 percent). Twenty-three percent of the surveyed sample considered the ability to operate a copier machine as being very important, followed closely by the ability to monitor centralized dictation equipment (22 percent). These data are shown in Table 89.

Table 86

WHERE OTHER CONCOMITANT TYPEWRITING COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES (N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to correct errors by coding during playback	No. %	37 14.9	82 32.9	113 45.4	17 6.8
Ability to produce copies by automatic playback	No. %	38 14.3	100 37.6	109 41.0	19 7.1
Ability to revise previously typed work by correcting magnetic cards or tape	No. %	38 13.7	85 30.6	138 49.6	17 6.1
Ability to transcribe machine dictation with speed and accuracy	No. %	62 21.2	50 17.1	173 59.0	8 2.7
Ability to demonstrate competency in listening skills, following directions	No. %	97 31.1	42 13.5	154 49.4	19 6.1
Ability to prioritize documents, tasks	No. %	16 5.7	136 48.2	106 37.6	24 8.5
Ability to proofread typed documents	No. %	74 24.9	62 20.9	150 50.5	11 3.7
Ability to handle confidential correspondence, data	No. %	18 6.3	143 50.4	108 38.0	15 5.3

Table 87

LEVEL OF IMPORTANCE OF RECORDS MANAGEMENT AND TELEPHONE COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to use a filing system	No. %	160 50.5	112 35.3	40 12.6	5 1.6
Ability to organize and maintain retention filing system	No. %	132 41.6	122 38.5	54 17.0	9 2.8
Ability to organize and maintain a filing system for stored and recorded data	No. %	164 51.7	113 35.6	33 10.4	7 2.2
Ability to interpret coding system for documents typed in word processing center	No. %	157 49.5	96 30.3	44 13.9	20 6.3
Ability to handle telephone duties	No. %	143 45.1	124 39.1	36 11.4	14 4.4

Table 88

WHERE RECORDS MANAGEMENT AND TELEPHONE COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to use a filing system	No.	88	56	113	15
	%	32.4	20.6	41.5	5.5
Ability to organize and maintain retention filing system	No.	41	102	96	15
	%	16.1	40.2	37.8	5.9
Ability to organize and maintain a filing system for stored and recorded data	No.	31	127	105	14
	%	11.2	45.8	37.9	5.1
Ability to interpret coding system for documents typed in word processing center	No.	16	135	89	13
	%	6.3	53.4	35.2	5.1
Ability to handle telephone duties	No.	46	77	114	30
	%	17.2	28.8	42.7	11.2

Table 89

LEVEL OF IMPORTANCE OF OFFICE MACHINE AND EQUIPMENT COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to operate copier	No.	72	156	83	6
	%	22.7	49.2	26.2	1.9
Ability to operate dictation equipment (individual)	No.	172	108	29	8
	%	54.3	34.1	9.1	2.5
Ability to monitor dictation equipment (centralize)	No.	70	125	89	33
	%	22.1	39.4	28.1	10.4
Ability to utilize endless-phone-in, or remote systems	No.	53	98	137	29
	%	16.7	30.9	43.2	9.1
Ability to operate adding machine	No.	26	106	169	16
	%	8.2	33.4	53.3	5.0
Ability to operate electronic calculator	No.	22	114	168	13
	%	6.9	36.0	53.0	4.1

Table 90 shows that the Word Processing Operators/Correspondence Secretaries thought that ability to operate dictation equipment (individual) could best be learned in school and on the job (51 percent). The respondents indicated that the ability to operate a copier machine should be learned on the job (52 percent), and 48 percent indicated that the ability to monitor centralized dictation equipment should be learned on the job. This information can be related to the data presented in Table 89 for further understanding.

Data Collection, Research, and Mathematics Competencies. The Word Processing Operators/Correspondence Secretaries were queried about the level of importance they believed should be attached to selected data collection and research competencies for entry-level Word Processing Operators/Correspondence Secretaries. The competency most frequently mentioned as being very important by the respondents was using a dictionary (85 percent). A majority of respondents thought it very important for entry-level word processing personnel to be able to use an equipment operation manual (62 percent) and a word processing procedures manual (61 percent). Table 91 portrays the responses concerning the importance of data collection and research competencies for entry-level word processing personnel.

Only two mathematical competencies were offered the Word Processing Operators/Correspondence Secretaries for evaluation. Neither competency was deemed overwhelmingly important, though 30 percent thought the ability to compute individual production records to be very important. These data are also shown in Table 91.

When asked where they thought the ability to use a dictionary should be learned, more than two-thirds of the Word Processing Operators/Correspondence Secretaries (68 percent) said that this competency should be learned in school. The respondents thought that the ability to use an equipment operation manual should be learned on the job (44 percent) as well as the ability to use a word processing procedures manual, which was indicated by 49 percent of the Word Processing Operators/Correspondence Secretaries. Over half of the respondents thought that the ability to compute individual production records should be learned on the job (57 percent). Table 92 presents these data and should be studied in relation to that presented in Table 91.

Grammar Skills. The Word Processing Operators/ Correspondence Secretaries were asked to identify how important the acquisition of certain grammatical skills was to entry-level word processing personnel. The largest percentage of respondents (94 percent) regarded the ability to spell, punctuate, and capitalize as being very important. The second most frequently chosen response to this question was the ability to proofread, which was cited as being very important by 88 percent of the survey group. These data may be examined in Table 93.

Table 94 describes where the Word Processing Operators/Correspondence Secretaries indicated that grammatical skills should be learned. The ability to spell, punctuate, and capitalize should be learned in school, according to 61 percent of the respondents. Forty-seven percent

Table 90

WHERE OFFICE MACHINE AND EQUIPMENT COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Competencies		Learned In School	Learned On The Job	Learned In School and On the Job	No Opinion
Ability to operate copier	No.	29	118	64	17
	%	12.7	51.8	28.1	7.4
Ability to operate dictation equipment (individual)	No.	52	65	144	19
	%	18.6	23.2	51.4	6.8
Ability to monitor dictation equipment (centralize)	No.	22	93	67	13
	%	11.3	47.7	34.4	6.7
Ability to utilize endless-loop, phone-in, or remote systems	No.	11	80	51	9
	%	7.3	53.0	33.8	6.0
Ability to operate adding machines	No.	65	14	39	14
	%	49.2	10.6	29.5	10.6
Ability to operate electronic calculator	No.	62	18	37	19
	%	45.6	13.2	27.2	14.0

Table 91

LEVEL OF IMPORTANCE OF DATA COLLECTION, RESEARCH, AND MATHEMATICS COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to use dictionary	No.	268	40	4	5
	%	84.5	12.6	1.3	1.6
Ability to use secretary's manuals	No.	186	101	20	10
	%	58.7	31.9	6.3	3.1
Ability to use thesaurus	No.	77	117	107	16
	%	24.3	36.9	33.8	5.0
Ability to use word processing procedures manual	No.	192	103	15	7
	%	60.6	32.5	4.7	2.2
Ability to use telephone directory	No.	114	120	73	10
	%	36.0	37.9	23.0	3.1
Ability to use library card catalog and periodical index	No.	40	97	167	13
	%	12.6	30.6	52.7	4.1
Ability to use equipment operation manual	No.	196	93	23	5
	%	61.8	29.3	7.3	1.6
Ability to compute individual production records	No.	96	119	91	11
	%	30.3	37.5	28.7	3.5
Ability to compute total word processing center production records	No.	53	111	139	14
	%	16.7	35.0	43.8	4.4

Table 92

WHERE DATA COLLECTION, RESEARCH, AND MATHEMATICS COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to use dictionary	No.	208	13	67	20
	%	67.5	4.2	21.8	6.5
Ability to use secretary's manuals	No.	109	63	92	23
	%	38.0	22.0	32.1	8.0
Ability to use thesaurus	No.	118	15	43	18
	%	60.8	7.7	22.2	9.3
Ability to use word processing procedures manual	No.	27	144	98	26
	%	9.2	48.8	33.2	8.8
Ability to use telephone directory	No.	91	47	63	33
	%	38.9	20.1	26.9	14.1
Ability to use library card catalog and periodical index	No.	72	23	32	10
	%	52.6	16.8	23.3	7.3
Ability to use equipment operation manual	No.	45	128	102	14
	%	15.6	44.3	35.3	4.8
Ability to compute individual production records	No.	25	123	54	13
	%	11.6	57.2	25.1	6.0
Ability to compute total word processing center production records	No.	13	96	38	17
	%	7.9	58.5	23.2	10.4

Table 93

LEVEL OF IMPORTANCE OF GRAMMATICAL SKILLS COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to read and interpret business documents	No. %	195 61.5	87 27.4	28 8.8	7 2.2
Ability to spell, punctuate, capitalize	No. %	298 94.0	12 3.8	1 0.3	6 1.9
Ability to proofread	No. %	279 88.0	32 10.1	3 0.9	3 0.9
Ability to alphabetize	No. %	199 62.8	83 26.2	30 9.5	5 1.6
Ability to construct correct sentences	No. %	245 77.3	56 17.7	11 3.5	5 1.6
Ability to sequence sentences in a paragraph	No. %	176 55.5	103 32.5	29 9.1	9 2.8
Ability to determine correct paragraphing	No. %	186 58.7	104 32.8	19 6.0	8 2.5
Ability to recognize and correct improper sentence structure, use of words	No. %	246 77.6	60 18.9	6 1.9	5 1.6
Ability to demonstrate acceptable vocabulary	No. %	249 78.5	53 16.7	9 2.8	6 1.9
Ability to distinguish between homonyms	No. %	182 57.4	84 26.5	39 12.3	12 3.8

Table 94

WHERE GRAMMATICAL SKILLS COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to read and interpret business documents	No.	67	65	132	18
	%	23.8	23.0	46.8	6.4
Ability to spell, punctuate, capitalize	No.	188	10	99	13
	%	60.6	3.2	31.9	4.2
Ability to proofread	No.	146	34	117	14
	%	46.9	10.9	37.6	4.5
Ability to alphabetize	No.	206	6	55	15
	%	73.0	2.1	19.5	5.3
Ability to construct correct sentences	No.	210	5	65	21
	%	69.8	1.7	21.6	7.0
Ability to sequence sentences in a paragraph	No.	193	6	62	18
	%	69.2	2.2	22.2	6.4
Ability to determine correct paragraphing	No.	201	9	62	18
	%	69.3	3.1	21.4	6.2
Ability to recognize and correct improper sentence structure, use of words	No.	205	7	75	19
	%	67.0	2.3	24.5	6.2
Ability to demonstrate acceptable vocabulary	No.	201	6	72	23
	%	66.6	2.0	23.8	7.6
Ability to distinguish between homonyms	No.	195	4	49	18
	%	73.3	1.5	18.4	6.8

of the surveyed group also said that the ability to proofread should be learned in school. These data may be examined in Table 94 and related to data previously shown in Table 93.

General Clerical and Administrative Skills. For purposes of discussion, these two competency areas are combined, as these skills sometimes overlap in practice. The respondents in this survey were queried concerning how important selected clerical and administrative competencies were for entry-level Word Processing Operators/Correspondence Secretaries. A large majority of the respondents (93 percent) said that the ability to follow directions from a supervisor was very important. The ability to meet and greet people was cited as being very important by 47 percent of the surveyed Word Processing Operators/Correspondence Secretaries. Table 95 shows these data.

The respondents thought that a combination of learning both in school and on the job was the most appropriate way to learn how to follow directions from a supervisor (45 percent). The most frequent response as to where the ability to meet and greet people should be learned was both in school and on the job (54 percent). These data may be seen in Table 96. Tables 96 and 95 should be examined together to attain a better understanding of the responses concerning general clerical and administrative skills.

Summary of Most Frequent Responses

The data in Chapter 4 represent the personal information supplied in the responses of the 317 Word Processing Operators/Correspondence Secretaries and their opinions concerning job-related topics. Only the most frequently chosen responses for each question are highlighted here.

1. The region with the highest representation of Word Processing Operators/Correspondence Secretaries in this study was North-Central, with 37 percent indicating employment within firms in the midwestern part of the United States.

2. One-fifth of the respondents were employed in organizations classified as Finance, Insurance, or Real Estate (20 percent).

3. Most of the responding Word Processing Operators/Correspondence Secretaries were female (96 percent).

4. The respondents generally were less than 40 years of age (84 percent), with 58 percent classified in the 20 to 29 age range.

5. Nearly two-thirds of the respondents (64 percent) had previously been employed as secretaries with five years of experience.

6. The single most-used job title of the respondents was Word Processing Operator (19 percent).

Table 95

LEVEL OF IMPORTANCE OF GENERAL CLERICAL AND ADMINISTRATIVE SKILLS COMPETENCIES NEEDED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES
(N = 317)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to meet and greet people	No.	147	129	37	4
	%	46.4	40.7	11.7	1.3
Ability to requisition and maintain office supplies	No.	54	143	115	5
	%	17.0	45.1	36.3	1.6
Ability to follow directions from supervisor	No.	295	18	0	4
	%	93.0	5.7	0.0	1.3
Ability to develop procedures for word processing centers	No.	97	131	78	11
	%	30.6	41.3	24.6	3.5
Ability to manage employee records	No.	40	100	161	16
	%	12.6	31.5	50.8	5.0
Ability to provide tour of center(s) for visitors	No.	25	139	135	18
	%	7.9	43.8	42.6	5.7
Ability to demonstrate equipment use	No.	65	178	62	12
	%	20.5	56.2	19.5	3.8
Other	No.	8	4	1	304
	%	2.5	1.3	0.3	95.9

Table 96

WHERE GENERAL CLERICAL AND ADMINISTRATIVE COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL WORD PROCESSING OPERATORS/CORRESPONDENCE SECRETARIES

(N = 317)

Competencies		Learned In School	Learned On the Job	Learned In School and On the Job	No Opinion
Ability to meet and greet people	No.	35	48	150	43
	%	12.7	17.4	54.3	15.6
Ability to requisition and maintain office supplies	No.	10	122	51	14
	%	5.1	61.9	25.9	7.1
Ability to follow directions from supervisor	No.	47	98	141	27
	%	15.0	31.3	45.0	8.6
Ability to develop procedures for word processing centers	No.	10	123	72	23
	%	4.4	53.9	31.6	10.1
Ability to manage employee records	No.	8	88	34	10
	%	5.7	62.9	24.3	7.1
Ability to provide tour of center(s) for visitors	No.	4	107	34	19
	%	2.4	65.2	20.7	11.6
Ability to demonstrate equipment use	No.	11	140	66	26
	%	4.5	57.6	27.2	10.7
Other	No.	2	3	5	2
	%	16.7	25.0	41.7	16.7

7. Over two-thirds of the surveyed Word Processing Operators/Correspondence Secretaries (69 percent) had been employed three years or less in their present position.

8. The most frequently earned degree was a high school diploma, with 93 percent of the Word Processing Operators/Correspondence Secretaries having graduated from a comprehensive high school.

9. General Job Responsibilities and Duties Performed "Always or Often":

Typewriting and Transcription--typed letters and memos (69 percent), typed short documents of ten or fewer pages (63 percent), typed from handwritten input (69 percent), and proofread all typed documents (72 percent).

Records Management--organized and maintained a filing system for stored or recorded data (64 percent).

General Clerical--met and greeted people (28 percent).

Office Machines and Equipment--changed typewriter ribbons and took general care of equipment (79 percent).

Telephone--answered incoming calls (40 percent).

Office Procedures--used the dictionary (61 percent) and handled revisions (81 percent).

Administrative--followed directions from supervisors (85 percent).

Of the seven areas listed above, 70 percent or more of the total work time of the respondents was spent in typewriting or transcribing responsibilities and duties.

10. Two-fifths of the Word Processing Operators/Correspondence Secretaries received their initial training on magnetic media equipment from the organization for which they worked (40 percent).

11. Over half of the respondents indicated having attended equipment vendor schools when they were first hired as a Word Processing Operator/Correspondence Secretary (52 percent).

12. Word Processing Operators/Correspondence Secretaries learned of new equipment, procedures, and applications primarily from vendor demonstrations (54 percent).

13. No established career path for the Word Processing Operators/Correspondence Secretaries existed in the employing organizations (52 percent).

14. The major weakness cited by Word Processing Operators/Correspondence Secretaries was inadequate grammatical skills (70 percent).

15. The primary employment "like" was the variety of work handled (67 percent), and the chief employment "dislike" concerned the physical work facilities and arrangement (38 percent).

16. Very important competencies needed by entry-level word processing personnel and where they should be learned include:

> Typewriting and Transcription--the ability to type with accuracy (89 percent) should be learned in school and on the job (50 percent); the ability to type from both typed copy and rough draft (74 percent each) should be learned in school and on the job (40 percent concerning typed copy and 42 percent relative to rough draft); the ability to keyboard documents with satisfactory turnaround time (83 percent) is largely the joint responsibilty of the school and the employing firm (45 percent); the ability to demonstrate competency in listening and following directions (90 percent), should be learned both in school and on the job (49 percent).
>
> Records Management and Telephone--the ability to organize and maintain a filing system for stored and recorded data (52 percent) should be learned on the job (46 percent); the ability to handle telephone duties (45 percent) should be a combined learning situation in the school and on the job (43 percent).
>
> Office Machines and Equipment--the ability to operate individual dictation equipment (54 percent) should be learned both in school and on the job (51 percent).
>
> Data Collection, Research, and Mathematics--the ability to use a dictionary (85 percent) should be learned in school (68 percent); the ability to compute individual production records (30 percent) should be learned on the job (57 percent).
>
> Grammar Skills--the ability to spell, punctuate, and capitalize (94 percent) should be learned in school (61 percent).
>
> General Clerical and Administrative--the ability to follow directions from a supervisor (93 percent) should be learned both in school and on the job (45 percent).

The data cited in this summary reflect only the most frequently selected responses to each of the questions answered by the surveyed Word Processing Operators/Correspondence Secretaries.

Discussion

The responses from the 317 Word Processing Operators/Correspondence Secretaries who took part in this survey provide a basis for understanding both how the word processing operator position is developing, what the job duties and responsibilities are, and the role of the schools in preparing students for these types of positions. When this information is considered along with that noted in the periodical literature and found in other research studies, it becomes apparent that there is a developing body of knowledge which can be helpful to those designated to build proper curricula and/or training programs.

Profile of Word Processing Operators/Correspondence Secretaries

Although word processing is cited as a field of opportunity for men, all studies seem to indicate that although some men enter word processing fields, there continues to be a heavy preponderance of women (in this study 96 percent). Word processing is most often staffed by younger office workers; 84 percent were less than 40, and 58 percent were in the 20 to 29 age range. This is contrasted with the study of Administrative Support Secretaries in Chapter 6, where the greatest number were classified in the 30 to 39 age range. Most of the Word Processing Operators/Correpondence Secretaries have previously been employed as secretaries, with an average of five years of experience, again contrasted with the Administrative Support Secretaries with an average of eight years of experience. Since Word Processing is a recent development in most organizations, it is not unexpected to find that over two-thirds of those surveyed had been employed three years or less in their present positions.

The most commonly used title to describe the person operating the equipment is Word Processing Operator, both in this study and in the recent Deutsch, et al. survey. This is in contrast with earlier studies which had indicated Correspondence/ing Secretary as the most common title. Rank order both in this study and the Deutsch, et al., study was Word Processing Operator, Correspondence Secretary, and Word Processing Specialist. Note that two of the three most frequently used job titles include "word processing" in the title and this term appears to be gaining in usage. In this study slightly over 50 percent of the respondents used "word processing" in the title.

The most frequently earned degree was a high school diploma; 93 percent of the Word Processing Operators had graduated from a comprehensive high school. It is interesting to note that considerably over half of them (62 percent) had attended some type of postsecondary institution. Nearly half (45 percent) of these individuals received a degree or certificate.

General Job Responsibilities of Word Processing Operators/Correspondence Secretaries

Responses from the Word Processing Operators/Correspondence Secretaries indicate that an average of 70 percent of their total working time was estimated to be spent on the typing/keyboarding and transcription function. Major activities on which these operators spent their time were the typing of letters, memos, and short documents of ten or fewer pages. All of these documents were often produced from handwritten input. Nearly three-fourths (72 percent) indicated that they also proofread all of these types of documents. Further analysis of the typing/keyboarding activities reveals that some of the operators typed many other kinds of materials (such as reports, legal documents, business forms, company manuals, tabulated and statistical data, and financial statements), but all of these materials were not prepared by all of the operators. Also, more than half the respondents spent considerable amounts of their time on playing back copy, revising work, machine dictation, and setting priorities for completion of documents and tasks.

Among the other job duties of Word Processing Operators which over half the respondents indicated they performed to a considerable degree were organizing and maintaining some type of filing system for stored or recorded data, logging work in and out, and maintaining and updating programmed stored data. Generally, word processing operators had little responsibility for meeting and greeting people and for maintaining office supplies.

Equipment used, as reflected in the survey responses, was primarily first generation (memory, mag card, mag tape, etc.); about 30 percent were using second generation cathode ray tube display units. Nearly four-fifths (79 percent) of the respondents also indicated they had responsibility for changing ribbons and generally taking care of equipment. Responsibility for telephone handling, other than answering incoming calls, was minimal.

The responses also gave very heavy emphasis to the operators' responsibility for using a dictionary, formatting new jobs, and setting their own work priorities, in addition to the previously mentioned need to proofread their own work and handle revisions. A major responsibility noted by 85 percent of the respondents was following directions from supervisors.

Training

Responses from the Word Processing Operators coincided with those of the Supervisors; over half (52 percent) indicated that they received their initial training on magnetic media from equipment vendors, while 40 percent received their training from the organizations for which they worked. The primary source for learning about new equipment, procedures, and applications was vendor demonstrations, cited by 54 percent of the respondents.

Although the career opportunities or "paths" available in word processing are frequently cited, somewhat over half (52 percent) indicated that there was no established career progression in existence in their organizations at present. Other research (Deutsch, et al., Shearer, Rohrer) has also indicated that some organizations have career ladders; but most have no more than three levels of positions in word processing. One of the major causes of employee turnover has been related to the desire for career advancement and lack of promotional opportunity.

Weaknesses, Likes, and Dislikes

Word Processing Operators recognize their own weaknesses, for the same major weaknesses cited by Supervisors were also indicated by the operators themselves. All of them related to English skills--inadequate grammar skills, inadequate knowledge of punctuation, inadequate vocabulary or lack of specialized terminology, and lack of skill in using the dictionary. These kinds of weaknesses have been noted continually in many research studies over a number of years (Sisco, Moody, et al.).

A considerable number of the word processing secretaries (67 percent) expressed in a write-in response that what they most liked about their jobs was the variety of work. This was in contrast to only 21 percent who reported that what they disliked most about their jobs was the tedious, boring work. Other written-in responses concerning job likes or satisfiers, which have also been found in other research (Sneed, Reiff, and Mitchell), are machine capability and efficiency (57 percent), and working with fellow employees (51 percent).

Job dislikes appeared to be more personal and related to the particular work situation. The responses and percentages were much more scattered. Dislikes cited were physical work facilities and arrangement (38 percent), time pressure at peak periods (25 percent), inadequate compensation (22 percent), lack of appreciation (14 percent), and fellow employees (10 percent). Many of these responses would appear to indicate that the particular situation and perhaps the type of supervision, as suggested by Mitchell, had considerable influence on the responses.

Needed Competencies of Entry-Level Word Processing Operators

The responses concerning the competencies needed by entry-level Word Processing Operators, together with the findings of other research studies, specify clearly the competencies for which entry-level operators should strive.

Competence in listening and following directions emerges as being of primary importance, for the greatest number of respondents (90 percent) indicated they considered this competency very important. This ability was found to be of major importance in the research of Kusek in 1974 and of Moody in 1978.

The highest number of responses specifically concerned with typewriting and transcription indicated that the ability to type with accuracy was very important (89 percent). This is contrary to the oft-expressed opinion that the correcting capabilities of the equipment reduce this requirement.

Other competencies considered very important by large numbers of individuals were:

(1) keyboarding documents with satisfactory turnaround time (83 percent),
(2) proofreading typed documents (80 percent),
(3) typing letters and memos (77 percent), and
(4) typing both from typed copy and rough draft (74 percent).

Competencies considered very important by over half the respondents but not by so many as the preceding list were:

(1) typing other applications such as reports, tabulated materials and from handwritten notes, and machine dictation;
(2) keyboarding and revising information on magnetic tape or cards;
(3) setting priorities on documents and tasks; and
(4) handling confidential correspondence and data.

The survey instrument also was designed to determine where the Word Processing Operators believed those competencies considered to be important should be learned. Most respondents indicated that the ability to type from handwritten notes, the ability to order the preparation of documents and tasks, and the ability to handle confidential correspondence and data should be learned on the job. The largest percentage of the respondents indicated that the learning of most of the competencies was a joint responsibility shared by both the schools and the employing firms, perhaps because of the different requirements of the firms.

As they had in a number of other research studies, many competencies related to English skills emerged as very important for entry-level word processing secretaries. The ability to spell, punctuate, and capitalize was checked very important by 94 percent of the respondents. Other competencies considered very important by more than 75 percent of the secretaries surveyed were the ability to:

1. construct proper forms of sentences,
2. use the dictionary,
3. proofread,
4. demonstrate good vocabulary.

Participating secretaries believed that all of these competencies should be learned in school.

Finally, the word processing secretaries made very clear (93 percent) the importance of entry-level employees' being able to follow directions from a supervisor. Most of the respondents indicated that this competency is one to be learned both in school and on the job.

Those competencies considered very important by between 50 and 75 percent of the respondents include the ability to:

1. organize and maintain a filing system for stored and recorded data,
2. operate dictation equipment,
3. use secretarial manuals, word processing procedures manuals, and equipment operating manuals,
4. alphabetize, and
5. read and interpret business documents.

The respondents believe that the basic skill of learning to alphabetize, along with ability to use secretarial manuals, should be learned in school. They also believe that the employing firm and the schools share responsibility for developing the ability to operate dictation equipment and to read and interpret business documents. The respondents believe that all the other indicated competencies should be learned primarily on the job.

The findings on needed competencies follow very similar patterns to those found in previous research studies.

Chapter 5 will present similar data collected from Administrative Support Supervisors/Managers.

Chapter 5

RESPONSES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

Chapter 5 includes responses from the Administrative Support Supervisor/Manager Interview Forms. A total of 95 persons completed the ten-page form containing 34 questions (Appendix D). Data from the surveyed Administrative Support Supervisors/Managers are divided for presentation into personal information and status of administrative support in organizations employing the respondents.

All percentage calculations were determined according to the arithmetical method of rounding any partial number to the nearest tenth of the whole number. This practice may occasionally result in the total percentage being slightly less or slightly more than 100 percent. In the text narrative, percentages have been reported to the nearest whole number. Total percentages for each table have been rounded to 100 percent where addition of individual percentages might result in slightly less or slightly more than 100 percent.

This chapter presents data of two types: (1) personal data collected from the total sample of 95 Administrative Support Supervisors/Managers, which will be presented in the form of percentage frequency distributions for the variables studied, and (2) opinions of these respondents about selected job-related concerns.

The purpose of the first part is to describe selected demographic characteristics of the Administrative Support Supervisors/Managers who participated in this study. The data presented represent the personal information supplied by each of the Administrative Support Supervisors/Managers responding to Questions 2 through 9 on the Interview Form. These data have been organized for presentation as follows: regional location and nature of organizations, sex and age, length and type of previous office experience, present job title, length of time in present position, and educational background.

The objective of the second part is to present the opinions of the Administrative Support Supervisors/Managers concerning selected job-related topics. The data will be reported as percentages of the total surveyed sample (N = 95) unless a further analysis of the responses to a question is conducted. In these cases the percentages will reflect only that portion of the total sample being examined.

Personal Data

Regional Locations and Nature of Organizations

Table 97 identifies the number and percentage of organizations classified by region. The North-Central region had the largest frequency distribution (33 percent) followed by the Southern region (22 percent) and Eastern region (19 percent). The Mountain Plains region was next in order of frequency (14 percent), with the Western region showing the smallest representation in this study (10 percent).

Table 97

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 95)

Region	Number	Percent
Eastern	18	18.9
Southern	21	22.1
North-Central	31	32.6
Mountain Plains	13	13.7
Western	9	9.5
No response	3	3.2
Total	95	100.0

As indicated in Table 98, the nature of the organizations represented by the responding Administrative Support Supervisors/Managers was quite varied, with the greatest number of participants (17 percent) representing Finance, Insurance, or Real Estate organizations. Government was next in the frequency distribution and was checked by 14 percent of the respondents. Though responses in the Other category accounted for 17 percent, an examination of the data found four organizations considered to be service oriented and three in the petroleum/energy field; the rest of the responses were mentioned only one time.

Sex and Age

Tables 99 and 100 identify responding Administrative Support Supervisors/Managers by sex and age. As shown in Table 99, 77 percent of these supervisors/managers were female and 18 percent male.

Table 98

NATURE OF RESPONDING ORGANIZATIONS
(N = 95)

Organization	Number	Percent
Accounting	1	1.1
Education	10	10.5
Engineering	5	5.3
Finance, Insurance, or Real Estate	16	16.8
Government	13	13.7
Legal	10	10.5
Manufacturing	12	12.6
Medical	1	1.1
Transportation, Communications, and Utilities	6	6.3
Wholesale/Retail Trade	3	3.2
Other	16	16.8
No response	2	2.1
Total	95	100.0

Table 100 shows that over one-half of the Administrative Support Supervisors/Managers were less than 40 years of age (57 percent) with 36 percent indicating they were in the 30 through 39 age range. Twenty-one percent were less than 30 years of age, while a similar number were 50 years of age or older (19 percent).

Length and Type of Previous Office Experience

Nearly 65 percent of the respondents had been employed previously as a supervisor, with 61 percent recording secretarial experience. Forty-three percent of the Administrative Support Supervisors/Managers indicated previous employment as an administrative assistant. Of the nearly 30 percent who indicated the other job categories, most had served in managerial or supervising positions with different titles, according to the type of organization for which they worked. Table 101 presents these data.

Table 99

SEX OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Sex	Number	Percent
Female	73	76.8
Male	17	17.9
No response	5	5.3
Total	95	100.0

Table 100

AGE OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Range	Number	Percent
Under 20	0	0.0
20 - 24	7	7.4
25 - 29	13	13.7
30 - 39	34	35.7
40 - 49	22	23.2
50 or over	18	18.9
No response	1	1.1
Total	95	100.0

Table 101

LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE OF
ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Type of Office Work	Number*	Percent	YEARS OF EXPERIENCE Range	 Mean
Receptionist	25	26.3	.25 - 7	2.3
Clerk	32	33.7	.25 - 12	3.0
Secretary	58	61.0	1 - 24	10.0
Supervisor	61	64.2	1 - 37	5.5
Administrative Assistant	41	43.2	.5 - 30	4.1
No office experience	3	3.2		
Other	28	29.5		

*Number exceeds 95 because some respondents indicated experience in more than one type of office work.

Present Job Title

Responses to a question regarding present job titles, shown in Table 102, indicated that a wide variety of titles were being used, with Supervisor of Secretarial Services (15 percent) and Supervisor of Administrative Support (13 percent) occurring most frequently. The Other responses included 11 persons (representing 12 percent of the total sample) whose title was Word Processing Supervisor.

Length of Time in Present Position

When asked about the length of time employed in their present position, 73 percent of the respondents had been in their present job for three or fewer years; 25 percent had held their positions for less than one year, while 14 percent indicated a tenure of five or more years. This information is shown in Table 103.

Educational Background

Nearly 94 percent of the surveyed Administrative Support Supervisors/Managers had attended and graduated from high school. Over half of the respondents had also attended a four-year college or university, with 47 percent of those attending having received a degree. Inspection

Table 102

PRESENT JOB TITLES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Job Title	Number	Percent
Administrative Coordinator	4	4.2
Administrative Manager	5	5.2
Coordinator	1	1.1
Coordinator, Administrative Services	2	2.1
Coordinator, Administrative Support	0	0.0
Manager, Administrative Services	4	4.2
Manager, Administrative Support	3	3.1
Manager, Information Services	1	1.1
Manager, Office Systems	1	1.1
Manager, Secretarial Services	2	2.1
Office Manager	8	8.4
Supervisor, Administrative Services	9	9.5
Supervisor, Administrative Support	12	12.6
Supervisor, Secretarial Services	14	14.7
Other	26	27.4
No response	3	3.2
Total	95	100.0

Table 103

LENGTH OF TIME IN PRESENT POSITIONS OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Length of Time	Number	Percent
Less than 1 year	24	25.2
1 - 3 years	45	47.4
More than 3, less than 5	12	12.6
5 years or more	13	13.7
No response	1	1.1
Total	95	100.0

of the Other responses showed that nine people had attended graduate school and three of them had completed a master's degree. Table 104 presents these educational background data.

Opinions About Job-Related Topics

Separation of Document Preparation from Administrative Support Functions

As shown in Table 105, 61 percent of the organizations separated document preparation and administrative support functions from one to five years ago. Ten percent separated the functions less than one year ago, and 14 percent separated the functions six to nine years ago.

Administrative Support Organizational Patterns

Of the 95 responding organizations, 42 percent had a decentralized administrative support pattern, 33 percent had a centralized pattern, and 24 percent had a mixed pattern. This is shown in Table 106. Table 107 shows that of the organizations which had a decentralized organizational pattern, 23 had individual work stations (54 percent) and 13 had satellite patterns (30 percent).

Administrative Support Personnel Performing Custom Typing

As shown in Table 108, 72 percent of the respondents indicated that their organization was structured for custom typing performed by administrative personnel. Custom typing refers to those jobs which would be difficult to standardize and require special instructions and/or handling.

Table 104

EDUCATIONAL BACKGROUND OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

	ATTENDANCE		DEGREE OR CERTIFICATE EARNED	
Type of School	Number*	Percent	Number*	Percent
High School	85	89.5	85	89.5
Vocational High School	4	4.2	4	4.2
Community/Junior College	16	16.8	8	8.4
Private Business College	16	16.8	14	14.7
Post-Secondary Vocational or Technical School	4	4.2	2	2.1
Four-Year College or University	49	51.6	28	29.5
Other	23	24.2	18	18.9

*Number exceeds 95 because respondents were directed to report all of the types of schools attended and degrees or certificates earned.

Table 105

LENGTH OF TIME DOCUMENT PREPARATION HAS BEEN SEPARATED TOTALLY OR PARTIALLY FROM ADMINISTRATIVE SUPPORT FUNCTIONS
(N = 95)

Length of Time	Number	Percent
Less than 1 year ago	9	9.5
1 - 3 years ago	32	33.7
4 - 5 years ago	26	27.4
6 - 9 years ago	13	13.7
10 or more years ago	8	8.4
No response	7	7.4
Total	95	100.0

Table 106

ADMINISTRATIVE SUPPORT ORGANIZATIONAL PATTERNS OF RESPONDING ORGANIZATIONS

(N = 95)

Administrative Support Pattern	Number	Percent
Centralized	31	32.6
Decentralized	40	42.1
Mixed	23	24.2
Other	1	1.1
Total	95	100.0

Table 107

TYPES OF DECENTRALIZED ADMINISTRATIVE SUPPORT ORGANIZATIONAL PATTERNS IN RESPONDING ORGANIZATIONS

(N = 43)

Type of Pattern	Number*	Percent
Satellite	13	30.2
Mini-Center/Cluster	6	14.0
Individual Work Stations	23	53.5
Other	1	2.3
Total	43	100.0

*Number reflects further breakdown of total decentralized organizational pattern. In three cases respondents indicated the use of more than one pattern within an organization.

Table 108

ORGANIZATION STRUCTURED FOR CUSTOM TYPING PERFORMED BY ADMINISTRATIVE SUPPORT PERSONNEL
(N = 95)

Response	Number	Percent
Yes	68	71.6
Occasionally	15	15.8
No	11	11.6
No response	1	1.1
Total	95	100.0

Responsibility for Administrative Support Budgeting and Reporting

Fifty-four percent of the respondents indicated that a designated department had responsibility for administrative support budgeting and reporting, while 42 percent of the organizations reported that a functional area assumed chief responsibilty. These data are shown in Table 109.

Table 109

AREA RESPONSIBLE FOR ADMINISTRATIVE SUPPORT BUDGETING AND REPORTING
(N = 95)

Area	Number	Percent
Designated Department	51	53.7
Functional Area	40	42.1
No response	4	4.2
Total	95	100.0

Administrative Support Personnel's Areas of Responsibility

Table 110 shows the general areas of responsibility for Administrative Support Secretaries. Ninety percent of the secretaries performed telephone services, 86 percent filed and kept various records, 82 percent did copying, and 81 percent typed (limited or custom work primarily). Table 110 provides these data.

Number of Principals Using Administrative Support Services

As shown in Table 111, 48 percent of the respondents indicated that from 1 to 35 principals used administrative support services, and 26 percent estimated that more than 100 principals were using the services.

Number of Administrative Support Employees by Level and Sex

Table 112 indicates that 68 percent of the Administrative Services Supervisor/Managers were female as was 89 percent of the Senior Administrative Secretaries and 99 percent of the Secretaries. Other responses included Correspondence Secretaries, Clerks, Aides, and Management Analysts, while most did not specify a position title. The number of administrative support employees by level and sex can be seen in Table 112.

Relationship to Principals

Forty-two percent of the organizations usually provided administrative secretarial services to selected principals and to others when needed, while 32 percent provided services only to selected principals to whom secretaries were assigned. These data are shown in Table 113.

Source of Work Assignments for Administrative Support Secretaries

Table 114 shows that 43 percent of the Administrative Support Secretaries received work from the Supervisor/Manager and from specific principals, as compared with 28 percent who received work from specific principals and 21 percent who received work solely from the Supervisor/Manager. Table 114 provides these data.

Team Approach in Providing Service to Principals

As Table 115 shows, 60 percent of the organizations always utilized a "team approach" in providing service to principals, 27 percent occasionally used a "team approach," and 12 percent did not use a "team approach".

Table 110

GENERAL AREAS OF RESPONSIBILITY OF ADMINISTRATIVE SUPPORT SECRETARIAL PERSONNEL IN RESPONDING ORGANIZATIONS

(N = 95)

Areas of Responsibility	Number*	Percent
Assisting principals with administrative details	74	77.9
Assisting word processing personnel as back-up	41	43.2
Copying	78	82.1
Drafting	45	47.4
Filing	82	86.3
Flow Charting	23	24.2
Gathering data of various kinds	67	70.5
Keeping various records	82	86.3
Making appointments	75	78.9
Making meeting and conference arrangements	73	76.8
Making travel arrangements	72	75.8
Organizing work flow	49	51.6
Originating correspondence	53	55.8
Performing telephone services	85	89.5
Preparing graphs and charts	38	40.0
Typing (limited or custom work primarily)	77	81.1
Writing office procedures	29	30.5
Other	14	14.7

*Number exceeds 95 because some respondents indicated more than one area of responsibility.

Table 111

ESTIMATED NUMBER OF PRINCIPALS USING ADMINISTRATIVE SUPPORT SERVICES
(N = 95)

Principals	Number	Percent
1 - 5	11	11.6
6 - 10	10	10.5
11 - 20	11	11.6
21 - 35	14	14.7
36 - 50	7	7.4
51 - 75	9	9.5
76 - 100	5	5.2
101 - 250	15	15.8
More than 250	10	10.5
No response	3	3.2
Total	95	100.0

Table 112

NUMBER OF ADMINISTRATIVE SUPPORT EMPLOYEES BY LEVEL AND SEX*
(N = 95)

Level		Female	Male	Total
Administrative Services Supervisor/Manager	No.	176	83	259
	%	68.0	32.0	
Senior Administrative Secretary (first-line supervisor/coordinator)	No.	174	22	196
	%	89.0	11.0	
Administrative Support Secretary	No.	1375	8	1283
	%	99.4	.6	
Other	No.	519	28	547
	%	94.9	5.1	

*Number exceeds 95 because totals include all administrative support personnel employed in the organization.

Table 113

PRINCIPALS FOR WHOM ADMINISTRATIVE SUPPORT SECRETARIES USUALLY PROVIDE SERVICE

(N = 95)

Principals	Number	Percent
Only selected principals to whom they are assigned	30	31.6
Any principal requiring administrative support	19	20.0
Selected principals usually, but any other principals when needed	40	42.0
Other	3	3.2
No response	3	3.2
Total	95	100.0

Table 114

PERSONS FROM WHOM ADMINISTRATIVE SUPPORT SECRETARIES RECEIVE WORK ASSIGNMENTS

(N = 95)

Person	Number	Percent
Solely from you as supervisor/manager	20	21.1
From specific principal	27	28.4
From both of above	41	43.2
Other	6	6.3
No response	1	1.0
Total	95	100.0

Table 115

UTILIZATION OF TEAM APPROACH IN PROVIDING SERVICE TO PRINCIPALS AS CITED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Utilization	Number	Percent
Yes	57	60.2
No	11	11.5
Occasionally	26	27.3
No response	1	1.0
Total	95	100.0

Number of Employees Supervised

Seventy-six percent of the Administrative Support Supervisors/Managers indicated they supervised 1 to 15 employees, with 36 percent indicating they supervised 1 to 5 employees. An additional 13 percent of the respondents indicated they supervised more than 25 employees. The number of employees supervised by the surveyed Administrative Support Supervisors/Managers may be examined in Table 116.

Job Responsibilities and Duties

The Administrative Support Supervisors/Managers were provided a list of job duties and requested to indicate their degree of responsibility for those jobs by checking the appropriate response (always, often, sometimes, rarely, or never). Definitions for each of the responses were given as guidance for the respondents to assure uniformity of meaning for responses selected. Replies were to be checked:

Always--if the Administrative Support Supervisor/Manager is always the one to perform this duty when it is performed.

Often--if the Administrative Support Supervisor/Manager is usually the one to perform this duty when it is performed.

Sometimes--if the Administratve Support Supervisor/Manager performs the duty about half the time when it is performed.

Rarely--if the Administrative Support Supervisor/Manager is seldom the one to perform the duty.

Never--if the Administrative Support Supervisor/Manager never performs the duty at any time.

Table 116

NUMBER OF EMPLOYEES SUPERVISED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Employees Supervised	Number	Percent
1 - 5	34	35.8
6 - 10	20	21.1
11 - 15	18	18.9
16 - 20	2	2.1
21 - 25	8	8.4
More than 25	12	12.6
No response	1	1.1
Total	95	100.0

Because the interpretation of the questions and the given responses might vary slightly from individual to individual and from one time to another, no attempt was made to analyze or compare the findings on the basis of only one of the responses from the five choices given. Rather, the totals of two responses, always and often, were used for purposes of analysis and comparison. Based upon the definitions of responses, this combined total indicates that an Administrative Support Secretary performs a duty well over half the time when it is performed. The duties were grouped in four areas to aid in reading and completing the questionnaire: Planning Responsibilities, Organizing Responsibilities, Controlling Responsibilities, and Directing and Coordinating Responsibilities.

Planning Responsibilities. As shown in Table 117, two responsibilities were equally ranked as being done always or often: analyzing office sytems and administrative procedures and determining the needs of principals (68 percent each). Next in rank were two additional planning responsibilities: providing orientation to management and other employees and developing, writing, and implementing procedures, both cited by 66 percent of the Administrative Support Supervisors/Managers.

Organizing Responsibilities. The most frequently mentioned organizing responsibility and duty done always or often was creating an effective physical and psychological work environment (79 percent). The next most prevalent responsibility was coordinating work schedules of personnel (70 percent). These data may be seen in Table 118.

Table 117

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

Area 1--Planning Responsibilities
(N = 95)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Provide orientation to management and other employees	No.	35	28	23	3	5	1
	%	36.8	29.5	24.2	3.2	5.3	1.1
Analyze office systems and administrative procedures	No.	30	35	17	9	3	1
	%	31.6	36.8	17.9	9.5	3.2	1.1
"Sell" word processing to principals and secretaries	No.	28	29	15	10	11	2
	%	29.5	30.5	15.8	10.5	11.6	2.1
Determine needs of principals	No.	25	40	16	7	5	2
	%	26.3	42.1	16.8	7.4	5.3	2.1
Design organizational structure of administrative support systems	No.	27	24	24	7	7	6
	%	28.4	25.3	25.3	7.4	7.4	6.3
Establish a budget	No.	31	16	7	11	27	3
	%	32.6	16.8	7.4	11.6	28.4	3.2
Develop, write, and implement procedures	No.	28	35	18	11	1	2
	%	29.5	36.8	18.9	11.6	1.1	2.1
Other	No.	3	1	1	0	0	90
	%	3.2	1.1	1.1	0.0	0.0	94.7

Table 118

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

Area 2--Organizing Responsibilities
(N = 95)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Create effective physical and psychological work environment	No.	44	31	11	3	3	3
	%	46.3	32.6	11.6	3.2	3.2	3.2
Select office equipment	No.	22	29	20	16	5	3
	%	23.2	30.5	21.1	16.8	5.3	3.2
Organize work flow	No.	49	24	18	1	1	2
	%	51.6	25.3	18.9	1.1	1.1	2.1
Coordinate work schedules of personnel	No.	47	19	16	8	2	3
	%	49.5	20.0	16.8	8.4	2.1	3.2
Write job descriptions	No.	33	17	22	12	8	3
	%	34.7	17.9	23.2	12.6	8.4	3.2
Establish career paths for personnel	No.	25	19	20	10	17	4
	%	26.3	20.0	21.1	10.5	17.9	4.2
Distribute work to personnel	No.	28	17	26	12	6	6
	%	29.5	17.9	27.4	12.6	6.3	6.3
Other	No.	0	0	0	0	0	95
	%	0	0	0	0	0	100

Controlling Responsibilities. Table 119 shows that the most frequently cited controlling responsibility done always or often by the respondents was establishing productivity standards (50 percent). Next in order of frequency was the responsibility of establishing a work measurement program, which was checked by 47 percent of the Administrative Support Supervisors/ Managers. Table 119 presents these data.

Directing and Coordinating Responsibilities. Monitoring employee progress was the responsibility most frequently checked always or often by the surveyed Administrative Support Supervisors/Managers (75 percent). Following closely was the responsibility of supervising and motivating personnel indicated by 74 percent of the respondents. These data may be examined in Table 120.

Total Working Time

The approximate percentage of total working time spent by the surveyed Administrative Support Supervisors/Managers on the four major areas of general resonsibility is shown in Table 121. Though time management studies reveal that people do not know how much time they spend on various activities unless they keep detailed records, people may realize that they tend to spend a greater proportion of their time on one area of activity than another. The data shown in Table 121 should be considered on this basis. The highest percentage of time indicated by the respondents was spent in the area of directing and coordinating responsibilities. Thirty-one percent of their time was thought to be spent on these responsibilities. Table 121 shows from 20-22 percent of the time of Administrative Support Supervisors/Managers was spent in each of the other three areas: planning, organizing, and controlling.

Administrative Support Provided

As Table 122 shows, 65 percent of the Administratve Support Supervisors/Managers provided administrative support to one or more principals part of the time. About one-third of the respondents were not involved in such activity.

Training for Present Position

When queried concerning the training received by the respondents, about 46 percent of the organizations provided training for the present position for Administrative Support Supervisors/Managers. Table 123 provides these data.

The types of training programs most commonly used for Administrative Support Supervisors/Managers were in-house management training program(s) and enrollment in management and/or supervisory seminars or workshops provided by professional groups. Of the 95 respondents, 24 percent used in-house programs and 21 percent provided enrollment in seminars or workshops. As shown in Table 124, the amount of time spent on each type of training varied widely.

Table 119

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

Area 3--Controlling Responsibilities
(N = 95)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Establish a work measurement program	No.	22	23	11	11	20	8
	%	23.2	24.2	11.6	11.6	21.1	8.4
Establish productivity standards	No.	25	22	17	7	15	9
	%	26.3	23.2	17.9	7.4	15.8	9.5
Use charge-back system	No.	19	6	9	8	37	16
	%	20.0	6.3	9.5	8.4	38.9	16.8
Use various types of reporting forms	No.	27	9	8	12	18	21
	%	28.4	9.5	8.4	12.6	18.9	22.1
Other	No.	2	0	0	0	0	93
	%	2.1	0.0	0.0	0.0	0.0	97.9

Table 120

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

Area 4--Directing and Coordinating Responsibilities
(N = 95)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Select administrative support personnel	No.	50	14	15	3	10	3
	%	52.6	14.7	15.8	3.2	10.5	3.2
Train administrative support personnel	No.	34	23	23	6	5	4
	%	35.8	24.2	24.2	6.3	5.3	4.2
Develop and implement ongoing training and developmental program for administrative support personnel	No.	34	22	17	7	10	5
	%	35.8	23.2	17.9	7.4	10.5	5.3
Conduct performance evaluations	No.	53	13	7	5	14	3
	%	55.8	13.7	7.4	5.3	14.7	3.2
Monitor employee progress	No.	54	17	11	4	6	3
	%	56.8	17.9	11.6	4.2	6.3	3.2
Supervise and motivate personnel	No.	56	14	11	4	4	6
	%	58.9	14.7	11.6	4.2	4.2	6.3
Other	No.	3	1	2	0	0	89
	%	3.2	1.1	2.1	0.0	0.0	93.7

Table 121

APPROXIMATE PERCENTAGE OF TOTAL WORKING TIME SPENT ON AREAS OF RESPONSIBILITY BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Area	PERCENTAGE RANGE .05 - 10	11 - 15	16 - 25	26 - 35	36 - 45	Over 46	No Response To Range	Mean Percent of Time Spent*
Planning	29	9	31	12	5	5	4	21.3
Organizing	20	12	37	13	3	5	5	21.9
Controlling	26	11	36	8	4	3	7	20.1
Directing and Coordinating	15	5	30	12	12	17	4	30.8
Other (Non-management activities)	0	0	3	0	1	4	87	5.8

*Mean calculated from raw score data rather than from percentage range.

Table 122

ADMINISTRATIVE SUPPORT PROVIDED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Response	Number	Percent
Yes	62	65.3
No	31	32.6
No response	2	2.1
Total	95	100.0

Table 123

NUMBER OF ORGANIZATIONS PROVIDING TRAINING FOR ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Response	Number	Percent
Yes	44	46.3
No	49	51.5
Other	1	1.1
No response	1	1.1
Total	95	100.0

Table 124

TYPE AND EXTENT OF TRAINING FOR PRESENT POSITION BY EMPLOYING ORGANIZATION FOR ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Type of Training	Number*	RANGE IN NUMBER OF HOURS 1 - 20 hrs.	21 - 30 hrs.	31 - 50 hrs.	51 - 75 hrs.	76 - 100 hrs.	101 - Over hrs.
Enrollment in college management courses	6	2	1	1	1	0	1
Enrollment in management and/or supervisory seminars or workshops provided by professional groups, such as Administrative Management Society	20	4	2	5	4	2	3
In-house management training program(s)	23	5	5	7	1	1	4
Management and/or supervisory courses(s) provided by equipment vendors	13	6	2	4	1	0	0
Other	2	1	0	0	0	0	1

*Number does not equal 95 because only those respondents who received training were asked to identify all types and extent of training.

On-Going Training Needs

As shown in Table 125, 61 percent of the surveyed Administrative Support Supervisors/Managers perceived a need for on-going training. Table 125 shows the extent of this need.

Table 125

PERCEIVED NEED FOR ON-GOING TRAINING FOR ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Response	Number	Percent
Yes	58	61.0
No	29	30.5
No opinion	5	5.3
Other	1	1.1
No response	2	2.1
Total	95	100.0

Several of the respondents did not rank their responses as requested but checked a response; therefore, these checked responses, for purposes of discussion, are added to the rankings. The on-going training needs most often cited by the Administrative Support Supervisors/Managers included methods and techniques of supervising people, with a 33 percent response; development and implementation of goals and objectives, with a 28 percent response; report writing and procedures writing, with a 24 percent response; and interpersonal relations, with a 23 percent response. These data are presented in Table 126.

Career Path Opportunities

When asked about the existence of a career path, nearly two-thirds (65 percent) of the Administrative Support Supervisors/ Managers indicated that there was not a built-in career progression for persons in their position in the organization. Table 127 provides these data.

Job Titles for (Nontyping) Secretaries

A variety of job titles was given to the persons performing primarily nontyping secretarial duties in the responding organizations. As shown in Table 128, these included "secretary" in 19 percent of the

Table 126

RANK ORDER OF ON-GOING TRAINING NEEDS CITED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

Topic	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Additional technical skills (knowledge and operation of office systems)	6	6	2	4	18	19.0
Budgeting and accounting skills	3	2	8	3	16	16.9
Data processing skills	3	3	1	4	11	11.6
Development and implementation of goals and objectives	9	7	6	5	27	28.4
Interpersonal relations	8	5	2	7	22	23.2
Management information systems	4	6	7	3	20	21.1
Methods and techniques of supervising people	13	10	2	6	31	32.6
Office administration techniques	4	2	3	5	14	14.7
Records management systems	1	1	4	5	11	11.6
Report writing and procedures writing, etc.	3	3	8	9	23	24.2
Other	2	1	0	2	5	5.3

*Number exceeds 308 because respondents were directed to indicate more than one response.

Table 127

EXISTENCE OF CAREER PATHS FOR ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS
(N = 95)

"Built-in" Career Progression	Number	Percent
Yes	17	17.9
No	62	65.3
Working on it	13	13.7
No response	3	3.1
Total	95	100.0

organizations, "administrative assistant" in 16 percent of the organizations, and "administrative secretary" in 15 percent of the organizations.

Training Practices

Initial Basic Office Training. Table 129 indicates the sources of initial basic office training for Administrative Support Secretaries, according to the Administrative Support Supervisors/Managers. High school training was most frequently reported (44 percent) by the respondents, office training received in the organization itself by 16 percent, and training received in another organization was cited by 8 percent of the respondents.

In-Service/Other Training Received. Of the 95 responding organizations, 52 percent did not provide in-service training for new Administrative Support Secretaries, while 27 percent provided formal in-house training, and 18 percent provided other types of training. These data are shown in Table 130. The 17 respondents checking Other indicated a variety of informal training methods such as orientation and help in the office and instruction from principals.

As shown in Table 131, the typical responding organization with a formal in-house training program more frequently operated the program 25 hours or less for each employee, according to the surveyed Administrative Support Supervisors/Managers.

285

Table 128

JOB TITLES OF EMPLOYEES WHO PERFORM NONTYPING SECRETARIAL DUTIES
(N = 95)

Job Title	Number	Percent
Administrative Assistant	15	15.7
Administrative Secretary	14	14.7
Administrative Specialist	2	2.1
Administrative Support Secretary	3	3.2
Administrative Support Specialist	2	2.1
Assistant	1	1.1
Executive Assistant	1	1.1
Management Support Clerk	1	1.1
Management Support Secretary	2	2.1
Management Support Specialist	0	0.0
Secretary	18	18.9
Service Center Clerk	5	5.3
Other	19	20.0
No response	12	12.6
Total	95	100.0

Employment Testing

About 65 percent of the organizations represented by the respondents administered an employment test to potential Administrative Support Secretaries. Table 132 provides this information. The most common types of employment tests administered, as shown in Table 133, included: typing (timed writing), 56 percent; shorthand tests and clerical aptitude tests, 32 percent each; language arts tests, 31 percent; and general knowledge tests, 20 percent.

Table 129

SOURCES OF INITIAL BASIC OFFICE TRAINING OF ADMINISTRATIVE SUPPORT SECRETARIES CITED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Source	Number	Percent
High School	42	44.2
Community/Junior College	7	7.4
Private Business College	5	5.3
Post-Secondary Vocational or Technical School	2	2.1
Four-year College or University	2	2.1
Your organization	15	15.8
Another organization	8	8.4
Other	1	1.1
No response	13	13.7
Total	95	100.0

Table 130

TYPE OF IN-SERVICE/OTHER TRAINING RECEIVED BY NEW ADMINISTRATIVE SUPPORT SECRETARIES IN RESPONDING ORGANIZATIONS AS IDENTIFIED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Type of Training	Number	Percent
Formal in-house training	26	27.4
No training provided	49	51.5
Other	17	17.9
No response	3	3.2
Total	95	100.0

Table 131

EXTENT OF IN-SERVICE/OTHER TRAINING RECEIVED BY NEW ADMINISTRATIVE SUPPORT SECRETARIES AS IDENTIFIED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Type of Training	Number	Percent	1-25 hrs.	26-75 hrs.	76-100 hrs.	101-125 hrs.	125-150 hrs.	151-Over hrs.
Formal in-house training (such as self-paced)	19	20.0	10	7	1	0	0	1
No training provided	13	13.7	4	6	2	0	0	1
Other	11	11.6	5	3	1	1	0	1
No indication of time	52	54.7	0	0	0	0	0	0

Table 132

NUMBER OF RESPONDING ORGANIZATIONS ADMINISTERING EMPLOYMENT TESTS TO POTENTIAL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 95)

Response	Number	Percent
Yes	62	65.3
No	29	30.5
Other	2	2.1
No response	2	2.1
Total	95	100.0

Table 133

TYPES OF EMPLOYMENT TESTS ADMINISTERED TO POTENTIAL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 62)

Type of Test	Number*	Percent
Clerical Aptitude	30	31.6
Decision Making	9	9.5
Filing	12	12.6
General Knowledge	19	20.0
Language Arts	29	30.5
Machine Transcription	9	9.5
Proofreading	12	12.6
Reading Comprehension	12	12.6
Shorthand	30	31.6
Typing (production)	16	16.8
Typing (timed writing)	53	55.8
Other	9	9.5

*Number exceeds 62 because respondents were asked to check all of the tests administered.

Typing Requirements. Table 134 indicates that 62 percent of the respondents indicated a minimum level of typing skill was required by their organizations for the employment of Administrative Support Secretaries. As shown in Table 135, the most common minimum level of typing skill was 50 words a minute, with 34 percent requiring that level; another 33 percent required a minimum typing speed of 60 or more words a minute.

Table 134

NUMBER OF RESPONDING ORGANIZATIONS REQUIRING TYPING SKILLS
OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 95)

Response	Number	Percent
Yes	59	62.1
No	10	10.5
Certain positions only	8	8.4
No response	18	19.0
Total	95	100.0

Table 135

MINIMUM TYPING SPEED REQUIRED FOR POTENTIAL
ADMINISTRATIVE SUPPORT SECRETARIES
(N = 67)

Words a Minute	Number	Percent
35 or fewer words a minute	3	4.5
40 words a minute	10	14.9
50 words a minute	23	34.3
60 words a minute	11	16.4
More than 60 words a minute	11	16.4
No response	9	13.4
Total	67	100.0

Shorthand Skills. When asked whether shorthand skills were required for employment, 17 percent of the responding Administrative Support Supervisors/Managers required shorthand skills of all Administrative Secretaries, while 34 percent required shorthand skills for certain positions only. Table 136 presents these data. Those who responded that their organization did not require shorthand were asked if their organization preferred hiring secretaries who had shorthand skills. Table 137 shows that 37 percent of those respondents said their organization did prefer that their Administrative Support Secretaries have shorthand skills, though 63 percent did not.

Table 136

NUMBER OF RESPONDING ORGANIZATIONS REQUIRING SHORTHAND SKILLS
OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 95)

Response	Number	Percent
Yes	16	16.8
No	41	43.2
Certain positions only	32	33.7
No response	6	6.3
Total	95	100.0

Table 137

NUMBER OF RESPONDING ORGANIZATIONS PREFERRING SHORTHAND SKILLS
OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 41)

Response	Number	Percent
Yes	15	36.6
No	26	63.4
Total	41	100.0

Importance of Factors Considered in Hiring

The surveyed respondents were requested to identify in rank order the importance of employment factors considered in hiring Administrative Support Secretaries; however, several checked a response, but made no effort to rank the response. For purposes of discussion and analysis, the three rankings and the checked but not ranked responses have been added together to determine the total percentage of respondents indicating the importance of the selected employment factor.

The type of previous work experience was considered by 93 percent of the respondents to be the most important factor in hiring Administrative Support Secretaries, while 80 percent considered the impression made in the application process to be very important. These data are shown in Table 138.

Employee Recruitment

The Administrative Support Supervisors/Managers were asked to rank the two major sources utilized in recruiting administrative support personnel in their organizations. However, several of the respondents checked a response without indicating rank order. For purposes of discussion and analysis, the two rankings and the checked but not ranked responses have been added together to determine the total percentage of respondents indicating the importance of the sources.

As shown in Table 139, the most important recruiting source of Administrative Support Secretaries cited by the respondents was from transfers within the organization. This was checked by 63 percent of the respondents. In addition, 53 percent indicated that direct application (walk-in) was an important source; 34 percent disclosed that newspaper and other media advertising were important sources; and 31 percent said that employment agencies were also an important source of recruiting.

Work Measurement Systems

A question was provided to determine the extent of use of work measurement systems. As shown in Table 140, 22 percent of the respondents indicated a work measurement system was used regularly, 14 percent used such a system occasionally, and 59 percent did not use a work measurement system. Of those organizations using a work measurement system, Table 141 shows that 13 (62 percent) used periodic performance evaluations by principal and/or supervisor, while (29 percent) used daily production logs of the secretary. Table 142 shows how the results of work measurement were used by those organizations using a work measurement system. Eighteen of the organizations (86 percent) used the results to evaluate time expended on the completion of tasks or jobs, and 16 (76 percent) used these to evaluate their administrative support employees.

Table 138

IMPORTANCE OF EMPLOYMENT FACTORS CONSIDERED IN HIRING ADMINISTRATIVE SUPPORT SECRETARIES AS INDICATED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Factors	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Extent of training on office equipment	7	9	7	4	27	28.4
Grades in school (overall)	2	1	4	3	10	10.5
Grades in school (English and/or office education courses)	0	2	7	2	11	11.6
Impression made in application process	30	18	17	11	76	80.0
Level of education attained	2	8	12	4	26	27.4
References supplied by applicant	0	6	17	7	30	31.6
Type of previous work experience	34	30	10	14	88	92.6
Other	3	2	5	4	14	14.7

*Number exceeds 95 because respondents were asked to rank the three most important employment factors considered in hiring.

Table 139

MAJOR RECRUITING SOURCES OF ADMINISTRATIVE SUPPORT SECRETARIES AS IDENTIFIED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Source	Ranked 1	Ranked 2	Checked But Not Ranked	Total*	Percent
Direct application ("Walk-in")	15	24	11	50	52.6
Employment agencies (public and private)	15	8	6	29	30.5
Newspaper and other advertising	7	14	11	32	33.7
Public and private educational institutions	2	9	7	18	18.9
Transfers within the organization	31	12	17	60	63.2
Other	3	7	4	14	14.7

*Number exceeds 95 because respondents were directed to indicate more than one response.

Table 140

NUMBER OF RESPONDING ORGANIZATIONS USING WORK MEASUREMENT SYSTEM
(N = 95)

Response	Number	Percent
Yes	21	22.1
No	56	58.9
Occasionally	13	13.7
Other	4	4.2
No response	1	1.1
Total	95	100.0

Table 141

SYSTEMS USED TO MEASURE PRODUCTION OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 21)

Systems Used	Number	Percent
Periodic performance evaluations by principal and/or supervisor	13	61.9
Daily production logs of secretaries	6	28.6
Turnaround time	2	9.5
Total	21	100.0

Table 142

USE OF RESULTS OF WORK MEASUREMENT OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 21)

Use of Results	Number*	Percent
Evaluation of total administrative support production in organization	12	57.1
Evaluation of administrative support employees	16	76.2
Evaluation of time expended on completion of tasks or jobs	18	85.7
Evaluation of employee staffing, office equipment, and cost justifications	12	57.1
Other	2	9.5

*Only those respondents who have indicated having a work measurement system were asked to provide information on how the results were used. More than one response could be indicated.

Job-Related Weaknesses of Administrative Support Secretaries

Though those respondents who indicated they were aware of major job-related weaknesses of Administrative Support Secretaries were requested to rank the three weaknesses of which they were most aware, a substantial number checked a response without indicating rank order. For purposes of discussion and analysis, the three rankings and the checked but not ranked responses have been added together to determine the total percentage of respondents indicating the weakness.

Table 143 indicates that 59 percent of the respondents indicated that the Administrative Support Secretaries in their organizations had major job-related weaknesses. Those weaknesses are identified in Table 144. The major weaknesses most frequently mentioned by respondents included: inadequate grammatical skills (31 percent); inadequate spelling skills (27 percent); and inability to handle telephone services (23 percent).

Table 143

EXISTENCE OF MAJOR WEAKNESSES OF ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES AS INDICATED BY ADMINISTRATIVE SUPPORT/SUPERVISOR/MANAGERS (N=95)

Response	Number	Percent
Yes	56	58.9
No	27	28.4
No opinion	8	8.4
No response	4	4.2
Total	95	100.0

Additional Training Needed

As shown in Table 145, the areas of additional training needed by entry-level Administrative Support Secretaries beyond that for traditional secretaries according to the surveyed Administrative Support Supervisors/Managers, included: applied English skills (21 percent); professional attitude toward work (21 percent); communication skills (8 percent). Thirty-three percent of the respondents checked Other as a response. Additional training listed in this category included such areas as inter-personal relations, checked by 17 percent of the respondents, and office procedures and recordkeeping, checked by 5 percent of the respondents.

Summary of Most Frequent Responses

The data in Chapter 5 represent the personal information supplied in the responses of the 95 Administrative Support Supervisors/Managers and their opinions concerning job-related topics. Only the most frequently chosen responses for each question will be cited here.

1. The region with the largest percentage of respondents (33 percent) was the North-Central region.

2. There were five industries having 10 percent or more of the total responses, with the Finance, Insurance, or Real Estate industry representing 17 percent of the respondents.

3. A large majority of the Administrative Support Supervisors/Managers were female (77 percent).

Table 144

MAJOR WEAKNESSES OF ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES AS IDENTIFIED BY ADMINISTRATIVE SUPPORT SUPERVISORS/MANAGERS

(N = 95)

Specific Weaknesses	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent**
Inability to handle telephone services	4	9	4	5	22	23.2
Inadequate basic typing skills	2	2	2	3	9	9.5
Inadequate clerical skills	2	2	5	5	14	14.7
Inadequate grammatical skills	10	3	7	9	29	30.5
Inadequate knowledge of recordkeeping	1	0	3	3	7	7.4
Inadequate mathematical skills	0	1	0	2	3	3.2
Inadequate proofreading skills	2	5	5	7	19	20.0
Inadequate spelling skills	4	10	2	10	26	27.4
Inadequate use of dictionary	0	2	0	5	7	7.4
Inadequate vocabulary	3	2	5	6	16	16.8
Lack of experience in records management	0	3	0	2	5	5.3
Lack experience in business world/office	6	4	1	7	18	18.9
Lack of knowledge of mailing services	0	0	0	0	0	0.0
Poor attitude	7	1	6	4	18	18.9
Other	5	1	2	4	12	12.6

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*Number exceeds 95 because respondents were asked to rank the three major weaknesses of Administrative Support Secretaries.

**Number reflects percentage of total survey sample rather than only those whose who indicated existence of weaknesses.

Table 145

ADDITIONAL TRAINING BEYOND THAT FOR TRADITIONAL SECRETARIES NEEDED FOR ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 95)

Areas of Additional Needed Training	Number*	Percent
Applied English skills	20	21.1
Communication (listen, talk, write)	8	8.4
Problem-solving	7	7.4
Terminology	5	5.3
Transcription	3	3.2
Word processing (in general)	4	4.2
Word processing equipment	7	7.4
Professional attitude toward work	20	21.1
Other	31	32.6

*Total number exceeds 95 because respondents were directed to indicate all appropriate responses.

4. Over half of the respondents were under age 40 (57 percent), with 36 percent indicating they were age 30-39.

5. Nearly two-thirds of the Administrative Support Supervisors/ Managers (64 percent) indicated that they had previously held the position of a supervisor.

6. The most prevalent job title of the respondents was Supervisor, Secretarial Services (15 percent).

7. Almost half of the respondents (47 percent) had been employed in their present position from one to three years.

8. Ninety-four percent of the respondents had graduated from high school; 52 percent of the surveyed Administrative Support Supervisors/ Managers had attended a four-year college or university, with nearly half of them having received a certificate or degree.

9. About one-third (34 percent) of the respondents indicated that document preparation had been separated totally or partially for one to three years from the administrative support functions.

10. More of the organizations represented by the responding Administrative Support Supervisors/Managers had adopted a decentralized organizational pattern in the implementation of administrative support (42 percent) than any other pattern.

11. The most prevalent type of decentralized administrative support organizational pattern was individual work stations, with 54 percent of those with a decentralized organization using that pattern.

12. Nearly three-fourths (72 percent) of the respondents indicated that their organization was structured for custom typing performed by administrative support personnel.

13. In 54 percent of the organizations represented by the respondents, a designated department was responsible for administrative support budgeting and reporting.

14. The most frequently mentioned general area of responsibility of administrative support secretarial personnel was performing telephone services (90 percent).

15. Sixteen percent of the represented organizations had an estimated 101-250 principals using administrative support services.

16. About two-thirds (68 percent) of the Administrative Support Supervisors/Managers were female, while 89 percent of the Senior Administrative Secretaries were female. Virtually all of the Administrative Support Secretaries were female (99 percent).

17. Administrative Support Secretaries provided service to selected principals usually and to any other principals when needed (42 percent).

18. In 43 percent of the organizations, Administrative Support Secretaries received work assignments from both the supervisor/manager and from a specific principal.

19. About 60 percent of the organizations used a "team approach" in providing service to principals.

20. Over one-third (36 percent) of the Administrative Support Supervisors/Managers supervised between one and five employees.

21. The most frequently mentioned planning responsibilities carried on always or often by Administrative Support Supervisors/Managers was analyzing office systems and administrative procedures and determining the needs of principals (68 percent each).

22. The most frequently mentioned organizing responsibility carried on always or often by Administrative Support Supervisors/Managers was creating an effective physical and psychological work environment (79 percent).

23. Establishing productivity standards was the area of controlling responsibility most frequently mentioned by Administrative Support Supervisors/Managers as being performed always or often (50 percent).

24. Monitoring the employee progress was the directing and coordinating responsibility most often mentioned as being performed always or often by Administrative Support Supervisors/Managers (75 percent).

25. Administrative Support Supervisors/Managers spent the largest proportion of their working time in the area of directing and coordinating responsibilities (31 percent).

26. In nearly two-thirds of the organizations (65 percent), administrative secretarial support was provided to one or more principals part of the time by Administrative Support Supervisors/ Managers.

27. In 52 percent of the organizations no training was provided for Administrative Support Supervisors/Managers prior to or within the first six months after assuming their supervisory positions.

28. The type of training for Administrative Support Supervisors/ Managers most often offered by organizations who did provide training was in-house management training program(s), with 24 percent of the 95 firms offering that type of training.

29. Sixty-one percent of the Administrative Support Supervisors/ Managers indicated they perceived a need for on-going training for themselves.

30. The type of training need most frequently mentioned by Administrative Support Supervisors/Managers was on the topic of methods and techniques of supervising people (33 percent).

31. Nearly two-thirds of the respondents (65 percent) indicated there was not a career path in their organizations for Administrative Support Supervisors/Managers.

32. The most frequently mentioned job title for employees who performed primarily nontyping secretarial duties was Secretary (19 percent).

33. The source of initial basic office training of Administrative Support Secretaries most frequently mentioned by the Administrative Support Supervisors/Managers was high school (44 percent).

34. No in-service training was received by newly employed Administrative Support Secretaries in 52 percent of the organizations represented by the respondents.

35. Of those organizations providing in-service or other training for new Administrative Support Secretaries, the extent of training most frequently mentioned was from one to twenty-five hours in duration.

36. About two-thirds of the organizations (65 percent) administered employment tests to potential Administrative Support Secretaries.

37. The most prevalent type of employment test administered to potental Administrative Support Secretaries was a timed-writing typing test (56 percent).

38. Typing skills were required for Administrative Support Secretaries by 62 percent of the organizations.

39. Two-thirds of the organizations (67 percent) required a minimum typing speed of 50 words a minute or more for potential Administrative Support Secretaries.

40. Over half (51 percent) of the organizations required shorthand skills of Administrative Support Secretaries, either for all positions or for certain positions only.

41. Sixty-three percent of those not requiring shorthand also said it was not a preferred skill in their organizations either.

42. The employment factor most often considered important in hiring Administrative Support Secretaries was type of previous work experience (93 percent).

43. The most frequently mentioned major recruiting source of Administrative Support Secretaries was transfers within the organization (63 percent).

44. Nearly three-fifths of the organizations (59 percent) did not use work measurement systems in the administrative support area.

45. Of those organizations using a work measurement system, the type of system most often described by the respondents was one in which periodic performance evaluations were made by a principal and/or supervisor.

46. The results of these work measurement systems were most likely to be used in evaluating the time expended on completing tasks or jobs.

47. Fifty-nine percent of the respondents indicated that entry-level Administrative Support Secretaries in their organizations had major job-related weaknesses.

48. The major job-related weakness of entry-level Administrative Support Secretaries most commonly cited by the Administrative Support Supervisors/Managers was inadequate grammatical skills (31 percent).

49. The most often-mentioned areas of additional training, beyond those necessary for traditional secretaries, needed for entry-level Administrative Support Secretaries, were applied English skills (21 percent) and development of a professional attitude toward work (21 percent).

The data cited in this summary reflect only the most frequently selected response to each of the questions answered by the surveyed Administrative Support Supervisors/Managers.

Discussion

Generally, it has been known and recognized that the administrative support secretarial function has not been implemented as fully as has the word processing secretarial function. The Word Processing Systems study (published in January, 1980) points out, however, that an increasing number of organizations (from 30 percent in 1975 to 50 percent in 1980) have implemented administrative support and that another 20 percent stated their intention to do so. Therefore, the responses from the 95 individuals (about 30 percent of the total number of organizations represented in the study) performing the Administrative Support Supervisor/Manager functions provide a perspective concerning the role and patterns of development which have not been available previously to any extent. For this reason, comparisons may be made only with the role of the Word Processing Supervisor.

Profile of Administrative Support Supervisors/Managers

The Administrative Support Supervisor/Manager is probably a female, although 18 percent of those participating in this study were male. Administrative Support Supervisors tend to be just a little older than the Word Processing Supervisors; 57 percent were under 40, although 36 percent were between 30 and 39 years of age. Most of them have previously held jobs as secretaries, and nearly two-thirds of them (64 percent) have also previously been supervisors. Probably reflecting that the word processing administrative support concept is relatively new, 73 percent have been in their present positions fewer than three years and 25 percent less than a year.

A great variety of titles is used for those individuals fulfilling the supervisory role. The single most common title is Supervisor, Secretarial Services (15 percent). However, when Supervisor, Administrative Services and Supervisor, Administrative Support titles are combined, the total containing the term "Administrative" is 22 percent. Another 17 percent carry the title of Manager--of Secretarial Services, of Administrative Services, or of Support, etc. Still another 7 percent are titled Coordinator, again in combination with a variety of other terms. General terms most frequently used, in about even proportions, are Administrative Services, Administrative Support, and Secretarial Services. Although the concept has been accepted, there does not seem to be agreement on the appropriate terminology to describe the function.

The level of education is quite high, for nearly all of the supervisors (94 percent) had graduated from high school; a very high percentage (89 percent) had obtained some education beyond high school; many (55 percent) had earned a degree or certificate (30 percent) from a four-year college or university.

General Job Responsibilities of Administrative Support Supervisors/Managers

The span of responsibility of the respondents varies considerably. Most are supervising only one to five employees; on the other hand, 42 percent are supervising more than ten, with 13 percent responsible for more than twenty-five. However, the 17 percent of the respondents who are managers may, in turn, have supervisors reporting to them who are carrying out closer supervision of smaller groups.

An examination of how the supervisors spent their time indicates that, as with the word processing supervisors and most other supervisors, the largest part of their time (about one-third) is spent on the directing and coordinating function. Also, the three areas of planning, organizing, and controlling are about equal in the amount of time spent on them. The primary responsibilities are the same as those of the word processing supervisors--to maintain close contact with the personnel supervised, to motivate them, and to monitor their progress in order to conduct performance evaluations. Large numbers of the supervisors also indicated that they had considerable responsibility in the selection and training of the administrative support personnel and for developing and implementing on-going training and developmental programs for their administrative support personnel.

Important aspects of the planning responsibilities of the Administrative Support Supervisors are analyzing office systems and administrative procedures, together with determining the needs of the principals. Nearly as important are providing orientation to management and other employees and developing, writing, and implementing procedures.

Administrative Support Supervisors also recognize as a major organizing responsibility the creation of an effective physical and psychological work environment. Here, too, the Administrative Support Secretaries revealed that their environment is one of their job dislikes. These responses would appear to indicate that supervisors recognize their responsibility in this area but are not always able to carry it out effectively. These supervisors also acknowledged the organization of work flow as a major responsibility.

Although the controlling responsibility was considered to take about equal time with planning and organizing, the respondents did not indicate that they performed many of the controlling responsibilities to any great degree. For example, about 60 percent of the respondents indicated that they do not use any form of work measurement system to measure the production of administrative support secretaries in their organizations. Those organizations using such measurements indicated that they were used primarily to determine time expended in completion of certain tasks and to evaluate employees.

Organizational Structure of Administrative Support

Again reflecting that administrative support and word processing have been implemented relatively recently in their organizations, 43 percent of the respondents indicated that document preparation had been separated totally or partially from the administrative support functions for less than three years, 34 percent from one to three years. Administrative support tended to be more decentralized than Word Processing, for only 33 percent indicated it was centralized, as contrasted to 62 percent in Word Processing. More of those indicating a decentralized or mixed approach indicated the use of individual work stations rather than satellite patterns.

Although 85 percent of the Word Processing Supervisors indicated that their installations were structured to handle special jobs involving custom typing, 87 percent of the Administrative Support Supervisors indicated that custom typing was performed occasionally or regularly by administrative support personnel.

Administrative support has been implemented on a rather large scale in some organizations, for 25 percent of the respondents indicated that 100 or more principals in their organizations used administrative support services.

More of the organizations provided administrative support service to selected principals only, although a considerable number provided service to any other principals when needed. Most of the organizations were structured so that Administrative Support Secretaries received work assignments from both the supervisors and from specific principals, with nearly two-thirds of the organizations using a "team approach" to provide the service.

General Areas of Administrative Support Responsibility

Just what administrative support entails is becoming more clear. The oft-quoted traditional duties of copying, filing, and performing telephone services are indeed part of the administrative support responsibility in many organizations. However, over three-fourths of the respondents indicated that in their organizations administrative support also includes the following: assisting principals with administrative details, gathering data of various kinds, keeping various records, making appointments, making meeting and conference arrangements, making travel arrangements, and typing limited or custom work primarily. Over half the supervisors also indicated that administrative support entails organizing work flow and originating correspondence.

These Administrative Support Supervisors also indicated that one of the responsibilities in 43 percent of the organizations is assisting word processing personnel as backup to keep up with work overloads.

Training

In 52 percent of the organizations, the Administrative Support Supervisors had not been provided with any type of training to assist them in assuming their supervisory duties. Those who had received such training most frequently obtained it through in-house management training programs, although seminars or workshops provided by outside professional groups were a close second. A considerable number (61 percent) perceived a need for on-going training. Perceived training needs varied considerably, but methods and techniques of supervising people and development and implementation of goals and objectives were most frequently indicated.

Considerable semantic confusion is also apparent in the job title used to describe those employees who are performing the administrative support function, primarily the nontyping secretarial duties. The most frequently used single title remains the traditional term of "Secretary" (19 percent). A considerable number, however, are using Administrative Assistant or Administrative Secretary. In fact, all the various titles, which include the term "administrative," total 38 percent. The source of initial, basic office training for these individuals is most often high school. Over half the organizations (52 percent) provide no training for these employees.

Only 18 percent of the respondents indicated that they presently had any type of "built-in" career progression established for their positions within their organizations; another 14 percent indicated that this was being worked on.

Entry-level Requirements of Administrative Support Secretaries

The majority (65 percent) of the organizations administered employment tests to potential Administrative Support Secretaries. Most frequently straight-copy typing tests were administered to Administrative Support Secretaries as well as to Word Processing Operators. The same minimum of 50 words a minute was required in most organizations. About one-third of the organizations also gave shorthand, language arts, and general clerical aptitude tests. About half of the organizations required shorthand skills of Administrative Support Secretaries, either for all positions or for certain positions only.

The most frequently indicated source utilized for recruiting administrative support personnel was transfers from within the organization. This was the case probably because the most important factor in determining whether an applicant would perform satisfactorily as an Administrative Secretary was their previous work experience.

When first implementing the administrative support function in an organization, quite often many of the "traditional" secretarial employees elected to join this segment rather than the word processing unit. This might explain why transfers from within the organization were cited so frequently. When the administrative support function is more readily accepted in organizations, other recruitment sources may take on added importance.

Although Administrative Support Secretaries were typically considered to be performing nontyping duties, the major weaknesses of these secretaries cited were inadequate basic typing skills (perhaps this is one reason Word Processing Centers have been established), inadequate grammatical skills, and inadequate spelling skills. The latter two are the same weaknesses cited for the Word Processing Operators.

Applied English skills and professional attitude toward work were indicated by write-in responses of the supervisors as those areas of needed training for entry-level Administrative Support Secretaries over and beyond those required for "traditional" secretaries.

Chapter 5 has presented the responses of the Administrative Support Supervisors/Managers in this study. In addition, it has summarized the most frequent responses to each of the questions and discussed selected findings in relation to the reviewed literature and references cited. Chapter 6 will present the data collected from Administrative Support Secretaries.

Chapter 6

RESPONSES OF ADMINISTRATIVE SUPPORT SECRETARIES

Chapter 6 includes responses from the Administrative Support Secretary Interview Forms concerning the word processing survey. A total of 163 persons completed the twelve-page form containing 18 questions (Appendix E). Data from the surveyed Administrative Support Secretaries are divided for presentation into personal information and the status of word processing administrative support in organizations employing the respondents.

All percentage calculations were determined according to the arithmetical method of rounding any partial number to the nearest tenth of the whole number This practice may occasionally result in the total percentage being slightly less or slightly more than 100 percent. In the text narrative, percentages have been reported to the nearest whole number. Total percentages for each table have been rounded to 100 percent where addition of individual percentages might result in slightly less or slightly more than 100 percent.

This chapter presents data of two types: (1) personal data collected from the total sample of 163 Administrative Support Sectetaries, which will be presented in the form of percentage frequency distributions for the variables studied, and (2) opinions of these respondents about selected job-related concerns.

The purpose of the first part is to describe selected demographic characteristics of the Administrative Support Secretaries who participated in this study. The data presented represent the personal information supplied by each of the Administrative Support Secretaries responding to Questions 2 through 9 on the Interview Form (Appendix E). These data have been organized for presentation as follows: regional locations and nature of organizations, sex and age, length and type of previous office experience, present job title, length of time in present position, and educational background.

The objective of the second part is to present the opinions of the Administrative Support Secretaries concerning selected job-related topics. The data will be reported as percentages of the total surveyed sample (N = 163) unless a further analysis of the responses to a question is conducted. In these cases the percentages will reflect only that portion of the total sample being examined.

Personal Data

Regional Locations and Nature of Organizations

The regional location showing the largest percentage of responding organizations was the North-Central with nearly 33 percent. The Southern (21 percent) and Eastern regions (20 percent) were represented nearly equally. They were followed by the Mountain Plains region (15 percent) and the Western region with nearly 10 percent. Table 146 presents the frequency and percentage distributions by regional locations of the organizations for which the respondents worked.

Table 146

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 163)

Region	Number	Percent
Eastern	33	20.3
Southern	34	20.9
North-Central	53	32.5
Mountain Plains	25	15.3
Western	16	9.8
No response	2	1.2
Total	163	100.0

The highest observed frequency of the various kinds of organizations represented in this study was the Finance, Insurance, or Real Estate industry, which was checked by nearly 17 percent of the respondents. The next highest frequency was the organizational classification of Other which was marked by 21 percent of the Administrative Secretaries surveyed. Write-in information indicated that the Other response included such fields as publishing, management consulting, the petroleum industry, or data processing and word processing services, as well as several other miscellaneous types. The Manufacturing and Government sectors were indicated by nearly 12 percent each. Table 147 shows the distribution of the sample by the nature of the organization.

Table 147

NATURE OF RESPONDING ORGANIZATIONS
(N = 163)

Organization	Number	Percent
Accounting	2	1.2
Education	16	9.8
Engineering	14	8.6
Finance, Insurance, Real Estate	27	16.6
Government	19	11.7
Legal	15	9.2
Manufacturing	19	11.7
Medical	2	1.2
Transportation, Communication, and Utilities	8	4.9
Wholesale/Retail Trade	6	3.7
Other	34	20.9
No response	1	.6
Total	163	100.0

Sex and Age

Tables 148 and 149 identify the respondents by sex and age. The distribution according to the sex of the respondents reveals that the Administrative Support Secretaries were predominantly female (97 percent). Two percent of the Administrative Secretaries were male. Table 148 depicts the frequency and percentages by sex of the Administrative Support Secretaries participating in this survey.

The data, as shown in Table 149, indicated that about 78 percent of the Administrative Support Secretaries were below the age of 40. The data also indicated that the highest age frequency of the respondents was between ages 30 and 39, with 36 percent checking this age range.

Table 148

SEX OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Sex	Number	Percent
Female	158	96.9
Male	3	1.8
No response	2	1.2
Total	163	100.0

Table 149

AGE OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Range	Number	Percent
Under 20	1	0.6
20 - 24	25	15.3
25 - 29	42	25.8
30 - 39	59	36.2
40 - 49	20	12.3
50 or over	14	8.6
No response	2	1.2
Total	163	100.0

Length and Type of Previous Office Experience

Table 150 presents information concerning the length and type of previous office experience of the Administrative Support Secretaries. Nearly 85 percent had previously been employed as secretaries, with an average of nearly eight years of experience. About one-fourth of the survey sample indicated a response of Other and cited a variety of background experiences such as doctor's assistant, computer operator, switchboard operator, and temporary office assignments; only three indicated that they had been word processing operators or correspondence secretaries.

Table 150

LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

			YEARS OF EXPERIENCE	
Type of Office Work	Number*	Percent	Range	Mean
Receptionist	47	28.8	.25 - 15	2.48
Clerk	67	41.1	.25 - 23	3.5
Secretary	138	84.7	.25 - 40	7.82
Supervisor	26	16.0	.25 - 10	2.36
Administrative Assistant	47	28.8	.25 - 10	2.77
Other	43	26.3		

*Number exceeds 163 because some respondents indicated experience in more than one type of office work.

Present Job Title

The most frequently checked response, nearly 28 percent, was Other. An inspection of the write-in responses revealed that 11 percent were titled secretary or had the term secretary in their titles--legal secretary, confidential secretary, senior secretary, or secretary III. The most-used job title was that of Administrative Secretary, with nearly 22 percent checking that response. The titles of Administrative Assistant and Administrative Support Secretary followed, with nearly 15 percent each. Table 151 presents the frequency distribution of job titles of the respondents.

Length of Time in Present Position

Table 152 discloses the length of time the Administrative Support Secretaries had spent in their present positions. Of the 163 Administrative Support Secretaries responding to the survey, 71 percent had

Table 151

PRESENT JOB TITLES OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Job Title	Number	Percent
Administrative Assistant	24	14.7
Administrative Secretary	35	21.5
Administrative Specialist	3	1.8
Administrative Support Secretary	24	14.7
Executive Assistant	5	3.1
Executive Secretary	18	11.0
Management Support Clerk	0	0.0
Management Support Secretary	4	2.5
Management Support Specialist	0	0.0
Service Center Clerk	0	0.0
Other	45	27.6
No response	5	3.1
Total	163	100.0

been employed in their present positions three or fewer years. On the other hand, 20 percent indicated they had been employed in their present positions five or more years.

Educational Background

Nearly 80 percent of the Administrative Support Secretaries indicated that they had attended some type of educational institution beyond high school. The responses included community or junior college, private business college, postsecondary vocational or technical school, or a four-year college or university. About half of these individuals, (39 percent of the total sample of 163 secretaries) indicated that they had earned a degree or certificate at these institutions. About 10 percent of the respondents marked Other. These responses indicated education was received from such diverse sources as nursing school, savings institute, and review for Certified Professional Secretary test. Table 153 provides a description of the educational background of the Administrative Support Secretaries participating in the survey.

Table 152

LENGTH OF TIME IN PRESENT POSITIONS OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Length of Time	Number	Percent
Less than 6 months	27	16.6
More than 6 months, less than 1 year	20	12.3
1 - 3 years	68	41.7
More than 3 years, less than 5 years	14	8.6
5 years or more	33	20.2
No response	1	0.6
Total	163	100.0

Table 153

EDUCATIONAL BACKGROUND OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

	ATTENDANCE		DEGREE OR CERTIFICATE EARNED	
Type of School	Number*	Percent	Number*	Percent
Comprehensive High School	151	92.6	145	89.0
Vocational High School	6	3.7	4	2.5
Community/Junior College	41	25.2	14	8.6
Private Business College	35	21.5	27	16.6
Post-Secondary Vocational or Technical School	9	5.5	4	2.5
Four-year College or University	44	27.0	18	11.0
Other	17	10.4	8	4.9

*Number exceeds 163 because respondents were directed to report all of the types of schools attended and degrees or certificates earned.

Opinions About Job-Related Topics

Person From Whom Work Is Obtained

Nearly 45 percent of the Administrative Support Secretaries interviewed indicated that they received more than 50 percent of their work directly from originators or principals. On the other hand, 36 percent indicated that they received more than 50 percent of their work from the manager or supervisor of the administrative support function. Written comments from the 10 percent of respondents who indicated Other showed that more than 50 percent of the work was received from such sources as personnel director, city clerk, and attorneys. Table 154 presents the information about the persons from whom the Administrative Secretaries received their work.

Table 154

PERSON FROM WHOM ADMINISTRATIVE SUPPORT SECRETARIES RECEIVE MORE THAN 50 PERCENT OF WORK
(N = 163)

Job Title	Number	Percent
Manager/Supervisor of Administrative Support Function	59	36.2
Originator/Principal	73	44.8
Secretary Selects Own Work	4	2.5
Word Processing Coordinator or Manager	5	3.1
Other	17	10.4
No response	5	3.1
Total	163	100.0

Number of Principals Assisted

Table 155 reveals that 84 percent of the Administrative Support Secretaries responding provided service to two or more originators or principals. Slightly over one-fifth of the respondents (22 percent) indicated that they supported 5 to 8 originators/principals, while 16 percent indicated that they supported only two originators/principals.

Table 155

NUMBER OF PRINCIPALS ADMINISTRATIVE SUPPORT SECRETARIES ASSIST WITH ADMINISTRATIVE SUPPORT SERVICES
(N = 163)

Number of Originators/Principals	Number	Percent
1	22	13.5
2	26	16.0
3	24	14.7
4	16	9.8
5 - 8	35	21.5
9 - 12	13	8.0
13 - 16	5	3.1
More than 16	18	11.0
No response	4	2.5
Total	163	100.0

Job Responsibilities and Duties

Administrative Support Secretaries were provided a list of job duties and requested to indicate their degree of responsibility for them by checking the appropriate response (always, often, sometimes, rarely, or never). Definitions for each of the responses were given as guidance for the respondents and to assure uniformity of meaning for responses selected. Replies to be checked were:

Always--if the administrative support secretary is *always* the one to perform this duty when it is performed.

Often--if the secretary is *usually* the one to perform this duty when it is performed.

Sometimes--if the secretary performs the duty about *half* the time when it is performed.

Rarely--if the secretary is *seldom* the one to perform the duty.

Never--if the secretary *never* performs this duty at any time.

Because the interpretation of the questions and the given responses might vary slightly from individual to individual and from one time to another, no attempt was made to analyze or compare the findings on the basis of only one of the responses from the five choices given. Rather, the totals of three responses--always, often, and sometimes--were used for purposes of analysis and comparison. Based upon the definitions of responses, this combined total indicates that an Administrative Support Secretary performed a duty at least half the time when it was performed. The duties were grouped under six headings to aid in reading and completing the questionnaire: Written Communication, Oral Communication, Assistance to the Principal, Recordkeeping, Office Administration, and Use of Machines. The findings concerning these duties are presented under the same headings.

Written Communication. In the field of written communication, Administrative Secretaries were assuming responsibility for considerable document composition. Seventy-nine percent of the respondents indicated they composed written communications from oral directions; 64 percent indicated that they answered routine correspondence without directions, and 61 percent composed from employer's longhand notes at least half the time. On the other hand, the responses also indicate that the Administrative Secretaries obtained considerable work from their employers in longhand as 79 percent performed copying, as well as the composing described above, from employer's longhand notes. The type of work these Administrative Secretaries performed may be identified by the responses of 65 percent of the secretaries who indicated that they type tables and speeches, reports, and news releases from copy prepared by the originator. Table 156 presents the responses of the secretaries concerning written communications.

Oral Communication. In the area of oral communications the Administrative Support Secretaries have considerable responsibility for telephone communication: 90 percent indicated that they answered the principal's telephone and routed calls, while 82 percent indicated that they not only answered the principal's telephone but many handled the matter themselves. See Table 157 for a summary of the responses concerning general job responsibilities in the area of oral communications.

Assistance to the Principal. The two job responsibilities cited most frequently by the respondents (84 percent) were organizing flow of incoming mail and meeting callers who come to the office. Following up and reminding employers of appointments (77 percent) and making appointments and keeping a record of them (76 percent) were also a frequent part of the secretary's duties. Also, 76 percent of the Administrative Support Secretaries indicated that they were responsible for scheduling conferences and meetings and reserving rooms. See Table 158 for a presentation of these data relative to Assistance to the Principal.

Recordkeeping. In the area of recordkeeping it is apparent that the Administrative Support Secretaries' primary duties were related to the maintenance of files for principals. Table 159 presents the information showing that 88 percent of the secretaries maintained a set of general files for a principal and 85 percent kept desk reference files.

Table 156

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF PERFORMING WRITTEN COMMUNICATIONS DUTIES
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Dictate to others	No.	3	5	9	20	118	8
	%	1.8	3.1	5.5	12.3	72.4	4.9
Dictate to voicewriting machine	No.	7	7	7	15	119	8
	%	4.3	4.3	4.3	9.2	73.0	4.9
Take dictation in shorthand and transcribe	No.	25	23	24	30	54	7
	%	15.3	14.1	14.7	18.4	33.1	4.3
Take dictation from note-taking machine	No.	5	4	9	19	119	7
	%	3.1	2.5	5.5	11.7	73.0	4.3
Transcribe from voice-writing machine	No.	17	14	16	21	87	8
	%	10.4	8.6	9.8	12.9	53.4	4.9
Take direct dictation at the typewriter	No.	6	2	24	62	67	2
	%	3.7	1.2	14.7	38.0	41.1	1.2
Compose from employer's longhand notes	No.	15	38	46	29	31	4
	%	9.2	23.3	28.2	17.8	19.0	2.5
Copy from employer's longhand notes	No.	35	61	32	21	12	2
	%	21.5	37.4	19.6	12.9	7.4	1.2
Compose written communications from oral directions	No.	19	45	65	23	11	0
	%	11.7	27.6	39.9	14.1	6.7	0.0
Answer routine correspondence without directions	No.	30	32	42	35	23	1
	%	18.4	19.6	25.8	21.5	14.1	.6

Table 156 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Prepare rough drafts of responses to correspondence	No.	17	31	43	42	27	3
	%	10.4	19.0	26.4	25.8	16.6	1.8
Jot answer in margin of incoming correspondence, making copy on reproducing machine, and sending original or copy to correpondent	No.	16	16	25	30	76	0
	%	9.8	9.8	15.3	18.4	46.6	0.0
Type speeches, reports, releases from copy prepared by originator	No.	32	37	37	21	33	3
	%	19.6	22.7	22.7	12.9	20.2	1.8
Type tables	No.	21	35	49	35	21	2
	%	12.9	21.5	30.1	21.5	12.9	1.2
Plot graphs and charts	No.	10	13	31	50	57	2
	%	6.1	8.0	19.0	30.7	35.0	1.2
Type and index notes from copy prepared by others	No.	7	15	24	44	70	3
	%	4.3	9.2	14.7	27.0	42.9	1.8
Use multi-part and snapout business forms	No.	17	27	32	37	46	4
	%	10.4	16.6	19.6	22.7	28.2	2.5
Type legal papers or documents	No.	14	23	19	46	60	1
	%	8.6	14.1	11.7	28.2	36.8	.6
Type mailing lists	No.	10	13	36	42	58	4
	%	6.1	8.0	22.1	25.8	35.6	2.5

Table 156 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Type formal reports or manuscripts	No. %	20 12.3	30 18.4	36 22.1	33 20.2	41 25.2	3 1.8
Type telegrams	No. %	10 6.1	9 5.5	12 7.4	20 12.3	109 66.9	3 1.8
Compose speeches, memos, reports, for principal's editing	No. %	6 3.7	22 13.5	29 17.8	32 19.6	70 42.9	4 2.5
Edit copy prepared by others	No. %	21 12.9	31 19.0	37 22.7	33 20.2	39 23.9	2 1.2
Organize and prepare reports based upon data produced by a computer	No. %	8 4.9	16 9.8	23 14.1	24 14.7	91 55.8	1 .6
Sift and organize facts for principal to use in preparing speeches, memos, etc.	No. %	8 4.9	25 15.3	38 23.3	33 20.2	59 36.2	0 0.0
Consult reference sources, take notes or abstract information required by principal	No. %	10 6.1	23 14.1	37 22.7	43 26.4	50 30.7	0 0.0
Make digests of articles, letters, or books for principal	No. %	12 7.4	11 6.7	14 8.6	32 19.6	93 57.1	1 .6

Table 156 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Compose minutes of meetings and conferences	No.	13	13	18	31	86	2
	%	8.0	8.0	11.0	19.0	52.8	1.2
Take notes at meetings and conferences	No.	14	8	22	31	87	1
	%	8.6	4.9	13.5	19.0	53.4	.6
Prepare mailing lists	No.	14	18	26	30	72	3
	%	8.6	11.0	16.0	18.4	44.2	1.8
Write and send telegrams	No.	6	9	12	25	111	0
	%	3.7	5.5	7.4	15.3	68.1	0.0
Assist with editing publications	No.	7	11	16	23	100	6
	%	4.3	6.7	9.8	14.1	61.3	3.7
Determine when to make use of special postal services	No.	26	35	33	33	35	1
	%	16.0	21.5	20.2	20.2	21.5	.6
Select the best communication method for a given situation	No.	19	35	22	37	48	2
	%	11.7	21.5	13.5	22.7	29.4	1.2
Other	No.	4	6	1	0	3	149
	%	2.5	3.7	.6	0.0	1.8	91.4

Table 157

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF PERFORMING ORAL COMMUNICATIONS DUTIES
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Answer the principal's telephone and route calls to him/her	No.	76	47	23	10	6	1
	%	46.6	28.8	14.1	6.1	3.7	.6
Answer the principal's telephone and handle the matter yourself	No.	8	70	56	18	9	2
	%	4.9	42.9	34.4	11.0	5.5	1.2
Place long distance calls for principal to converse	No.	25	33	35	35	34	1
	%	15.3	20.2	21.5	21.5	20.9	.6
Place long distance calls and handle the matter yourself	No.	8	44	55	26	28	2
	%	4.9	27.0	33.7	16.0	17.2	1.2
Set up conference calls	No.	9	9	38	36	68	3
	%	5.5	5.5	23.3	22.1	41.7	1.8
Initiate (WATS) calls	No.	26	25	25	13	73	1
	%	16.0	15.3	15.3	8.0	44.8	.6
Use a talk-a-phone or other intercom system to communicate with others within the business	No.	15	25	12	12	94	5
	%	9.2	15.3	7.4	7.4	57.7	3.1
Other	No.	5	4	2	0	4	148
	%	3.1	2.5	1.2	0.0	2.5	90.8

Table 158

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF DUTIES PROVIDING ASSISTANCE TO THE PRINCIPAL
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Plan trip itineraries	No.	46	26	13	27	48	3
	%	28.2	16.0	8.0	16.6	29.4	1.8
Make hotel reservations	No.	56	26	23	25	32	1
	%	34.4	16.0	14.1	15.3	19.6	.6
Make transportation arrangements	No.	60	26	24	17	36	0
	%	36.8	16.0	14.7	10.4	22.1	0.0
Meet callers who come to the office	No.	65	50	22	16	10	0
	%	39.9	30.7	13.5	9.8	6.1	0.0
Prepare principal's briefcase for trips	No.	12	14	14	22	99	2
	%	7.4	8.6	8.6	13.5	60.7	1.2
Read, sign, and release principal's letters for mailing	No.	19	34	45	24	40	1
	%	11.7	20.9	27.6	14.7	24.5	.6
Make appointments and keep record of them	No.	62	34	28	14	25	0
	%	38.0	20.9	17.2	8.6	15.3	0.0
Follow up and remind employer of appointments	No.	74	31	21	16	18	3
	%	45.4	19.0	12.9	9.8	11.0	1.8
Assist in personnel selection	No.	12	7	26	20	95	3
	%	7.4	4.3	16.0	12.3	58.3	1.8
Maintain personnel records and files	No.	58	16	13	15	60	1
	%	35.6	9.8	8.0	9.2	36.8	.6

Table 158 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Handle confidential records of employees	No.	53	25	23	15	47	0
	%	32.5	15.3	14.1	9.2	28.8	0.0
Handle all routine matters, referring only problems	No.	58	37	28	19	20	1
	%	35.6	22.7	17.2	11.7	12.3	.6
Cull principal's files regularly	No.	54	30	25	14	38	2
	%	33.1	18.4	15.3	8.6	23.3	1.2
Perform housekeeping duties--dust, fill pens, etc.	No.	38	21	32	35	37	0
	%	23.3	12.9	19.6	21.5	22.7	0.0
Sift and organize facts for principal to use in decision making	No.	16	25	44	31	47	0
	%	9.8	15.3	27.0	19.0	28.8	0.0
Schedule conferences and meetings, reserving rooms	No.	72	35	16	12	27	1
	%	44.2	21.5	9.8	7.4	16.6	.6
Organize conference arrangements and/or programs	No.	30	36	24	20	52	1
	%	18.4	22.1	14.7	12.3	31.9	.6
Prepare agenda for meetings	No.	22	22	30	25	62	2
	%	13.5	13.5	18.4	15.3	38.0	1.2
Arrange for housing and food for visitors	No.	29	21	26	24	61	2
	%	17.8	12.9	16.0	14.7	37.4	1.2
Assemble conference materials	No.	29	33	30	24	45	2
	%	17.8	20.2	18.4	14.7	27.6	1.2

Table 158 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Type itineraries from information from other sources	No.	37	22	26	34	43	1
	%	22.7	13.5	16.0	20.9	26.4	.6
Annotate, summarize, or digest incoming mail	No.	51	40	24	15	30	3
	%	31.3	24.5	14.7	9.2	18.4	1.8
Organize flow of incoming mail, sort, classify and route	No.	92	29	16	9	15	2
	%	56.4	17.8	9.8	5.5	9.2	1.2
Note on or clip to incoming letters data needed for answer	No.	47	30	28	22	35	1
	%	28.8	18.4	17.2	13.5	21.5	.6
Keep special records and reports to simplify principal's decision making	No.	46	33	32	21	30	1
	%	28.2	20.2	19.6	12.9	18.4	.6
Gather information from various internal sources for principal's use	No.	30	43	43	20	25	2
	%	18.4	26.4	26.4	12.3	15.3	1.2
Obtain information from data processing for principal's use	No.	13	24	37	29	57	3
	%	8.0	14.7	22.7	17.8	35.0	1.8
Gather data from various external sources (i.e. libraries, other companies)	No.	10	22	26	37	65	3
	%	6.1	13.5	16.0	22.7	39.9	1.8
Other	No.	3	2	0	0	4	154
	%	1.8	1.2	0.0	0.0	2.5	94.5

Table 159

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF PERFORMING RECORDKEEPING DUTIES
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Maintain a pending file	No.	100	21	8	9	21	4
	%	61.3	12.9	4.9	5.5	12.9	2.5
Maintain a follow-up and/or tickler file	No.	86	23	12	12	27	3
	%	52.8	14.1	7.4	7.4	16.6	1.8
Maintain a set of personal files for a principal	No.	83	16	15	9	37	3
	%	50.9	9.8	9.2	5.5	27.7	1.8
Maintain a set of general office files for a principal	No.	113	18	12	3	15	2
	%	69.3	11.0	7.4	1.8	9.2	1.2
Make use of microfilm filing, look-up, and print copies	No.	20	10	16	16	98	3
	%	12.3	6.1	9.8	9.8	60.1	1.8
Use other than standard filing equipment	No.	36	20	23	14	66	4
	%	22.1	12.3	14.1	8.6	40.5	2.5
Keep desk reference file	No.	110	23	6	6	16	2
	%	67.5	14.1	3.7	3.7	9.8	1.2
Requisition from central files	No.	43	13	28	20	56	3
	%	26.4	8.0	17.2	12.3	34.4	1.8
Type financial statements	No.	15	11	28	32	74	3
	%	9.2	6.7	17.2	19.6	45.4	1.8
Type requisitions	No.	47	19	23	23	47	4
	%	28.8	11.7	14.1	14.1	28.8	2.5

Table 159 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Make use of regular reports prepared by data processing	No.	21	31	26	24	57	4
	%	12.9	19.0	16.0	14.7	35.0	2.5
Maintain confidential company files	No.	62	20	17	16	44	4
	%	38.0	12.3	10.4	9.8	27.0	2.5
Transfer materials periodically to storage files	No.	44	21	34	22	40	2
	%	27.0	12.9	20.9	13.5	24.5	1.2
Prepare materials for centralized filing	No.	40	12	17	30	62	2
	%	24.5	7.4	10.4	18.4	38.0	1.2
Set up a filing system	No.	65	28	28	13	26	3
	%	39.9	17.2	17.2	8.0	16.0	1.8
Keep track of requisitions and budget	No.	38	20	13	19	67	6
	%	23.3	12.3	8.0	11.7	41.1	3.7
Do principal's personal banking	No.	8	9	16	16	110	4
	%	4.9	5.5	9.8	9.8	67.5	2.5
Prepare principal's business expense reports	No.	55	14	10	15	66	3
	%	33.7	8.6	6.1	9.2	40.5	1.8
Handle petty cash funds	No.	24	7	9	7	113	3
	%	14.7	4.3	5.5	4.3	69.3	1.8
Prepare budgets	No.	7	11	11	20	109	5
	%	4.3	6.7	6.7	12.3	66.9	3.1
Other	No.	8	1	0	0	7	147
	%	4.9	.6	0.0	0.0	4.3	90.2

Office Administration. Table 160 presents information concerning the responses in the area of office administration. The responsibility of making recommendations concerning office systems and procedures was cited by 68 percent of the respondents; Administrative Support Secretaries must also keep up with change, as 68 percent indicated that they were responsible for keeping abreast of new methods and equipment. The responsibility for selecting or recommending office supplies was checked by 63 percent of the respondents.

Use of Machines. As might be expected, the copy machine was the most frequently used office equipment by 95 percent of the Administrative Support Secretaries. Over half of the secretaries (53 percent) indicated that they always, often, or sometimes prepared materials for others to finalize on automated typewriters, while nearly 48 percent responded that they always, often, or sometimes operated an automated typewriter. Table 161 provides data on the responses of the Administrative Support Secretaries concerning the frequency of use of machines.

Total Working Time

Table 162 presents a summation of the approximate percentages of the total working time spent by Administrative Support Secretaries on the various areas of responsibility. Time management studies reveal that people tend to report how they think they should spend their time rather than how they actually spend their time unless they keep careful time logs. However, people are apt to recognize correctly a ranking relationship, such as that they spend more time performing one kind of work than another. The data should be examined from this perspective.

Participants in this survey indicated that more of their time was spent in the area of written communications (30 percent) than in the other areas. Assistance to the principal was the second area most frequently cited (22 percent).

Training Practices

Initial Basic Office Training. The Administrative Support Secretaries were asked to indicate where they had secured their initial secretarial training. Nearly one-third of the respondents (29 percent) indicated that they had received their basic office training in high school. One-fifth (20 percent) indicated that they secured their basic training within their present organization. Written comments which were classified under Other indicated that 10 percent of the respondents had received basic office training in many other ways, including self-teaching, CPS review course, and through other positions in the department. The data about the sources of training are reported in Table 163.

On-Going Training. When the Administrative Support Secretaries were asked how they learned about new office techniques and procedures, the most frequently checked source was in-house presentations, indicated by nearly one-half (49 percent) of the respondents. Closely following were seminars and workshops, and office magazines and books, both

Table 160

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF PERFORMING OFFICE ADMINISTRATION DUTIES
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Organize office routine	No.	46	26	30	17	39	5
	%	28.2	16.0	18.4	10.4	23.9	3.1
Supervise clerical and other workers	No.	22	13	21	29	78	0
	%	13.5	8.0	12.9	17.8	47.9	0.0
Select or recommend office equipment and furniture	No.	12	23	35	38	54	1
	%	7.4	14.1	21.5	23.3	33.1	.6
Select or recommend office supplies	No.	44	31	28	29	28	3
	%	27.0	19.0	17.2	17.8	17.2	1.8
Train or teach new employees	No.	22	26	35	26	50	4
	%	13.5	16.0	21.5	16.0	30.7	2.5
Set up office procedures	No.	23	30	37	23	45	5
	%	14.1	18.4	22.7	14.1	27.6	3.1
Make recommendations concerning office systems and procedures	No.	21	36	53	29	24	0
	%	12.9	22.1	32.5	17.8	14.7	0.0
Design special office forms or redesign forms in use	No.	18	21	36	37	48	3
	%	11.0	12.9	22.1	22.7	29.4	1.8

Table 160 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Set up systems for handling records and equipment	No.	18	26	32	31	53	3
	%	11.0	16.0	19.6	19.0	32.5	1.8
Determine plans for retention	No.	14	15	23	22	87	2
	%	8.6	9.2	14.1	13.5	53.4	1.2
Select the best process for certain multiple copy jobs	No.	35	37	22	23	44	2
	%	21.5	22.7	13.5	14.1	27.0	1.2
Arrange office layout and work space	No.	13	13	27	32	77	1
	%	8.0	8.0	16.6	19.6	47.2	.6
Allocate work among office personnel	No.	20	13	20	28	81	1
	%	12.3	8.0	12.3	17.2	49.7	.6
Plan flow of work within the office	No.	29	20	22	22	67	3
	%	17.8	12.3	13.5	13.5	41.1	1.8
Keep abreast of new methods and equipment	No.	25	41	45	18	30	4
	%	15.3	25.2	27.6	11.0	18.4	2.5
Other	No.	0	0	0	0	2	161
	%	0.0	0.0	0.0	0.0	1.2	98.8

Table 161

GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARIES

FREQUENCY OF USE OF MACHINES
(N = 163)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Transmit data by means of telegraph special services	No.	17	17	22	19	86	2
	%	10.4	10.4	13.5	11.7	52.8	1.2
Use a copy machine	No.	94	48	13	3	2	3
	%	57.7	29.4	8.0	1.8	1.2	1.8
Type stencils, masters, or plates for use on multiple-copy reproducing machines	No.	10	13	17	14	105	4
	%	6.1	8.0	10.4	8.6	64.4	2.5
Operate a Mimeograph (stencil)	No.	0	3	1	6	150	3
	%	0.0	1.8	.6	3.7	92.2	1.8
Operate a Multilith (offset)	No.	0	0	1	2	158	2
	%	0.0	0.0	.6	1.2	96.9	1.2
Operate a spirit or fluid process machine (ditto)	No.	2	2	4	2	148	5
	%	1.2	1.2	2.5	1.2	90.8	3.1
Operate an adding machine	No.	29	29	45	23	33	4
	%	17.8	17.8	27.6	14.1	20.2	2.5
Operate a calculator	No.	34	39	44	22	22	2
	%	20.9	23.9	27.0	13.5	13.5	1.2

Table 161 (Continued)

Responsibilities and Duties		Always	Often	Sometimes	Rarely	Never	No Response
Operate an automatic typewriter	No.	51	17	10	11	68	6
	%	31.3	10.4	6.1	6.7	41.7	3.7
Prepare materials for others to prepare on an automatic typewriter	No.	21	34	32	25	44	7
	%	12.9	20.9	19.6	15.3	27.0	4.3
Use an electric typewriter	No.	102	19	16	10	12	4
	%	62.6	11.7	9.8	6.1	7.4	2.5
Use a manual typewriter	No.	3	0	1	3	152	4
	%	1.8	0.0	.6	1.8	93.3	2.5
Use Selectric typewriter with various type sizes	No.	88	21	17	13	20	4
	%	54.0	12.9	10.4	8.0	12.3	2.5
Use "Executive" or other typewriter with proportional spacing	No.	10	8	8	17	116	4
	%	6.1	4.9	4.9	10.4	71.2	2.5
Operate microfilm equipment	No.	3	4	6	11	134	5
	%	1.8	2.5	3.7	6.7	82.2	3.1
Other	No.	10	2	2	1	2	146
	%	6.1	1.2	1.2	.6	1.2	89.6

Table 162

APPROXIMATE PERCENTAGE OF TOTAL WORKING TIME SPENT ON AREAS OF RESPONSIBILITY BY ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Area	PERCENT RANGE 0	1-20	21-40	41-60	61-80	81-100	No Response To Range	Mean Percent Of Time Spent*
Written Communications	1	60	36	21	12	1	32	30.3
Oral Communications	2	87	31	6	2	0	35	18.5
Assistance to the Principal	2	67	47	10	1	0	36	22.1
Recordkeeping	2	98	23	4	2	0	34	15.4
Office Administration	4	106	14	5	1	0	33	14.2

*Mean calculated from raw score data rather than from percentage range.

Table 163

SOURCES OF INITIAL BASIC OFFICE TRAINING CITED BY ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Source	Number	Percent
Adult Education Course(s)	2	1.2
High School	47	28.8
Community/Junior College	12	7.4
Private Business College	21	12.9
Post-Secondary Vocational or Technical School	2	1.2
Four-Year College or University	7	4.3
Your organization	32	19.6
Another organization	17	10.4
Other	17	10.4
No response	6	3.7
Total	163	100.0

checked by 41 percent of the respondents. Table 164 presents these data. Of the 11 percent of respondents checking Other, sources listed included personal reading, other professionals, and office manuals.

Career Path Opportunities

Career opportunities are often cited as one of the benefits of the implementation of word processing. However, when the Administrative Support Secretaries participating in the survey were asked if there was an established (built-in) career progression for Administrative Support personnel existing in their organization, 58 percent indicated no. Table 165 presents the responses about career progression opportunities.

Job-Related Weaknesses of Administrative Support Secretaries

The Administrative Secretaries were asked to identify in rank order three weaknesses or areas of uncertainty they had noted in themselves or their fellow workers. Table 166 presents information concerning the

Table 164

SOURCES OF IN-SERVICE/OTHER TRAINING OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Source	Number*	Percent
Adult Education Course(s)	14	8.6
College Course(s)	19	11.7
In-house Presentations	80	49.1
Office Magazines and Books	67	41.1
Membership in Professional Association	26	16.0
Seminars and Workshops	66	40.5
Vendor Demonstrations	55	33.7
Other	18	11.0

*Number exceeds 163 because respondents were requested to list all of the sources of in-service/other training.

Table 165

EXISTENCE OF CAREER PATHS FOR ADMINISTRATIVE SUPPORT PERSONNEL
(N = 163)

"Built-in" Career Progression	Number	Percent
Yes	55	33.7
No	94	57.7
No response	14	8.6
Total	163	100.0

Table 166

MAJOR WEAKNESSES OF ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Specific Weaknesses	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Inadequate vocabulary; lack specialized terminology	7	5	3	44	59	36.2
Lacks basic skills in grammar	4	2	0	29	35	21.4
Lacks basic skills in punctuation	2	3	2	31	38	23.3
Lacks basic skills in shorthand	3	2	1	30	36	22.1
Lacks basic skills in spelling	2	2	2	23	29	17.8
Lacks basic skills in typing	1	0	0	7	8	4.9
Lacks knowledge of magnetic typewriter	4	2	3	29	38	23.3
Lacks previous secretarial or office work experience	2	0	2	17	21	12.9
Negative attitude	6	2	6	38	52	31.9
Organization of work is inadequate	6	8	2	38	54	33.1
Poor telephone usage	1	2	2	17	22	13.5
Other	2	1	2	26	31	19.0

*Number exceeds 163 because respondents were asked to rank the three major weaknesses of Administrative Support Secretaries.

rankings and items checked by the respondents. A substantial number of respondents simply checked three weaknesses but did not rank them; however, the number checked has been included in the table. For discussion purposes, reference is made to the combined totals (those ranked plus those checked). The weakness identified by the most respondents (36 percent) was inadequate vocabulary and lack of specialized terminology. About one-third of the surveyed secretaries (33 percent) indicated that the ability to organize work was inadequate. Nearly 32 percent of the respondents cited a negative attitude as a major weakness of Administrative Support Secretaries. Responses in the Other category (19 percent) included the following major weaknesses: proofreading, unwillingness to work as a team, and demeanor at work.

Employment "Likes" About Present Job

An open-end question was used to encourage Administrative Support Secretaries to list what they liked most about their present jobs. The open-end technique of questioning was used in order to avoid any possible bias caused by listing suggested responses. Table 167 presents the employment "likes" listed by the Administrative Support Secretaries. Over two-thirds of the secretaries (67 percent) listed variety of work, while 64 percent indicated they liked their fellow employees. Over one-half (55 percent) indicated they liked the opportunity to control their work environment.

Table 167

EMPLOYMENT "LIKES" CITED BY ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Employment "Likes"	Number Listed*	Percent
Variety of work	109	66.8
Machine capability	10	6.1
Fellow employees in center	105	64.4
Status of working in a center	46	28.2
Opportunity to control work environment	90	55.2
Compensation program	24	14.7
Enjoy challenge	23	14.1
Other	17	10.5

*Number exceeds 163 because respondents were directed to list more than one employment "like."

Employment "Dislikes" About Present Job

Next, the respondents were asked to write (open-end technique) those factors which they most disliked about their present job. The most frequently named employment "dislike" of the Administrative Support Secretaries was the physical work facilities and arrangement (39 percent). About one-third (34 percent) indicated that there was little challenge in their jobs or that the work was tedious and boring. The employment "dislikes" are shown in Table 168.

Table 168

EMPLOYMENT "DISLIKES" CITED BY ADMINISTRATIVE SUPPORT SECRETARIES (N = 163)

Employment "Dislikes"	Number Listed*	Percent
Physical work facilities and arrangement	63	38.6
Inefficient management	41	25.2
Tedious, boring work	39	23.9
Compensation program	34	20.8
Time pressure at peak periods	27	16.6
Little challenge	16	9.8
Poor communication of work orders	13	8.0
Lack of appreciation	12	7.5
Lack of personal interaction	9	5.6
Fellow employees in the center	8	4.9
Other	34	20.8

*Number exceeds 163 because respondents were directed to list more than one employment "dislike."

Needed Competencies and Where They Should Be Learned

The Administrative Support Secretaries were asked to identify to what extent specific competencies were important and needed by an entry-level Administrative Support Secretary. Three possible responses (very important, somewhat important, and unimportant) were provided in a checklist. The frequency distribution on only the very important responses will be discussed; however, the tables present all of the responses indicated for each competency.

After identifying the level of importance of competencies needed by an entry-level Administrative Support Secretary, the respondents were requested also to indicate where each of the competencies they had checked as being important (includes very important and somewhat important responses) should be learned. Four responses concerning where competencies should be learned were provided in the checklist: Learned in School, Learned on the Job, Learned in School and on the Job, and No Opinion. A no response has been tabulated as a no opinion.

The competency data have been organized for presentation as follows: Typewriting and Transcription, Records Management, Telephone, Office Machines and Equipment, Mailing, Data Collection and Research, Grammatical Skills, Financial, Bookkeeping and Mathematical Skills, General Clerical Skills, and Administrative Skills.

Typewriting and Transcription Competencies. Table 169 presents the data related to the level of importance of selected typewriting and transcription competencies needed for entry-level Administrative Support Secretaries. The most important competency, as indicated by 91 percent of the Administrative Support Secretaries who checked it very important, was the ability to type with accuracy. Next in order was the ability to type letters and memos, checked by 90 percent of the respondents.

More than half of the respondents (51 percent), expressed the opinion that the ability to type with accuracy should be learned in school. Nearly half of the Administrative Support Secretaries (46 percent) stated that the ability to type letters and memos should be learned both in school and on the job. Table 170 presents these data and may be compared with the information presented in Table 169.

When queried concerning the degree of importance of competencies related to typewriting from various inputs needed by entry-level Administrative Support Secretaries, 71 percent of the survey sample checked the ability to type from typed copy as being very important. The ability to type from handwritten notes and the ability to type from rough draft were cited by the respondents as being very important competencies by 66 percent and 65 percent respectively. The importance of these competencies is shown in Table 171.

The surveyed Administrative Secretaries indicated that the ability to type from typed copy should be learned in school (45 percent), while nearly two-fifths (38 percent) thought that the ability to type from handwritten notes should be learned on the job. Over 36 percent of the respondents believed that the ability to type from rough draft should be learned in school and on the job. Table 172 provides this information and can be related to the data in Table 171 for purposes of analysis.

The Administrative Secretaries were asked to indicate the level of importance of a list of other typewriting competencies. Over three-fourths of the respondents (77 percent) checked the ability to operate an electric typewriter as being very important, while 72 percent indicated that the ability to change typewriter ribbons and care for equipment was very important. These data may be examined in Table 173.

Table 169

LEVEL OF IMPORTANCE OF TYPEWRITING COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to type with speed	No.	84	68	6	5
	%	51.5	41.7	3.7	3.1
Ability to type with accuracy	No.	149	9	2	3
	%	91.4	5.5	1.2	1.8
Ability to type letters and memos	No.	146	12	2	3
	%	89.6	7.4	1.2	1.8
Ability to type reports	No.	110	41	4	8
	%	67.5	25.2	2.5	4.9
Ability to type legal documents	No.	67	63	27	6
	%	41.1	38.7	16.6	3.7
Ability to type business forms	No.	80	60	17	6
	%	49.1	36.8	10.4	3.7
Ability to type company manuals	No.	66	62	28	7
	%	40.5	38.0	17.2	4.3
Ability to type tabulated materials	No.	89	59	8	7
	%	54.6	36.2	4.9	4.3
Ability to type statistical data	No.	78	68	10	7
	%	47.9	41.7	6.1	4.3
Ability to keyboard information on magnetic tape or cards	No.	32	54	65	12
	%	19.6	33.1	39.9	7.4

Table 170

WHERE TYPEWRITING COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to type with speed	No.	77	4	61	10
	%	50.6	2.6	40.1	6.6
Ability to type with accuracy	No.	81	5	65	7
	%	51.3	3.2	41.1	4.4
Ability to type letters and memos	No.	55	24	72	7
	%	34.8	15.2	45.6	4.4
Ability to type reports	No.	36	35	72	8
	%	23.8	23.2	47.7	5.3
Ability to type legal documents	No.	31	34	61	4
	%	23.8	26.2	46.9	3.1
Ability to type business forms	No.	27	51	57	5
	%	19.3	36.4	40.7	3.6
Ability to type company manuals	No.	15	60	47	6
	%	11.7	46.9	36.7	4.7
Ability to type tabulated materials	No.	64	18	56	10
	%	43.2	12.2	37.8	6.8
Ability to type statistical data	No.	46	22	70	8
	%	31.5	15.1	47.9	5.5
Ability to keyboard information on magnetic tape or cards	No.	17	28	40	1
	%	19.8	32.6	46.5	1.2

Table 171

LEVEL OF IMPORTANCE OF COMPETENCIES RELATED TO TYPEWRITING FROM VARIOUS INPUTS NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to type from shorthand notes	No.	70	44	42	7
	%	42.9	27.0	25.8	4.3
Ability to type from handwritten notes	No.	107	41	6	9
	%	65.6	25.2	3.7	5.5
Ability to type from dictation machines	No.	76	55	22	10
	%	46.6	33.7	13.5	6.1
Ability to type from typed copy	No.	115	31	8	9
	%	70.6	19.0	4.9	5.5
Ability to type from rough draft	No.	106	34	9	14
	%	65.0	20.9	5.5	8.6

Table 172

WHERE COMPETENCIES RELATED TO TYPEWRITING FROM VARIOUS INPUTS SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to type from shorthand notes	No.	85	4	24	1
	%	74.6	3.5	21.0	0.9
Ability to type from handwritten notes	No.	36	56	45	11
	%	24.3	37.8	30.4	7.4
Ability to type from dictation machines	No.	58	13	54	6
	%	44.3	9.9	41.2	4.6
Ability to type from typed copy	No.	66	24	47	9
	%	45.2	16.4	32.2	6.2
Ability to type from rough draft	No.	45	35	51	9
	%	32.1	25.0	36.4	6.4

Table 173

LEVEL OF IMPORTANCE OF OTHER TYPEWRITING COMPETENCIES NEEDED
BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to change typewriter ribbons, care for equipment	No.	117	35	5	6
	%	71.8	21.5	3.1	3.7
Ability to type liquid spirit masters	No.	7	39	104	13
	%	4.3	23.9	63.8	8.0
Ability to type stencils	No.	6	46	99	12
	%	3.7	28.2	60.7	7.4
Ability to type offset masters	No.	9	45	95	14
	%	5.5	27.6	58.3	8.6
Ability to type carbon copies	No.	68	54	35	6
	%	41.7	33.1	21.5	3.7
Ability to correct errors by erasing	No.	65	44	42	12
	%	39.9	27.0	25.8	7.4
Ability to correct errors by correction tape	No.	78	58	16	11
	%	47.9	35.6	9.8	6.7
Ability to correct errors by correction fluid	No.	77	62	12	12
	%	47.2	38.0	7.4	7.4
Ability to operate manual typewriter	No.	18	38	95	12
	%	11.0	23.3	58.3	7.4
Ability to operate electric typewriter	No.	125	24	7	7
	%	76.7	14.7	4.3	4.3

Table 173 (Continued)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to operate correcting selectric	No.	103	38	12	10
	%	63.2	23.3	7.4	6.1
Ability to operate executive typewriter	No.	34	64	51	14
	%	20.9	39.3	31.3	8.6
Ability to operate facsimile	No.	18	38	72	35
	%	11.0	23.3	44.2	21.5
Ability to operate other	No.	12	0	2	149
	%	7.4	0.0	1.2	91.4

As shown in Table 174, over three-fifths of the surveyed Administrative Support Secretaries (62 percent) thought that the ability to operate an electric typewriter should be learned in school. The ability to change typewriter ribbons and care for equipment should be learned in school and on the job, according to 41 percent of the respondents. Tables 173 and 174 should be examined together for a better understanding of these competencies.

The Administrative Support Secretaries were asked to evaluate the level of importance of concomitant competencies needed by entry-level Administrative Support Secretaries. The competencies listed as being very important by the largest percentage of the respondents were listening and following instructions (95 percent). Next in order of frequency was the ability to handle confidential information and correspondence (87 percent) and the ability to proofread typed documents (85 percent). The opinions of the Administrative Secretaries concerning needed competencies are presented in Table 175.

Table 176 shows where the respondents think concomitant competencies should be learned by entry-level Administrative Support Secretaries. Nearly three-fifths of the survey sample (57 percent) said that the competency in listening and following instructions should be learned both in school and on the job. Almost half of the respondents (47 percent) thought that the ability to handle confidential information and correspondence should be learned on the job, while a similar percentage (46 percent) indicated that both the school and employer should be the source of learning how to proofread typed documents. The information in Table 176 should be viewed in relation to Table 175.

Records Management Competencies. Nearly seven-eights (87 percent) of the Administrative Support Secretaries indicated that the ability to use a filing system is very important. Slightly over two-thirds (68 percent) also indicated that they considered the ability to organize and maintain a retention filing system to be very important. Table 177 presents information concerning the responses of the Administrative Support Secretaries about records management competencies.

Over half of the surveyed Administrative Support Secretaries (51 percent) said that the ability to use a filing system should be learned in school and on the job. Forty-six percent of the respondents indicated that the ability to organize and maintain a retention filing system should also be learned in school and on the job. Table 178 presents these data which may be examined and related to the importance of the same duties as presented in Table 177.

Telephone Competencies. Table 179 presents the responses of the Administrative Support Secretaries concerning needed telephone competencies. Administrative Secretaries have considerable telephone responsibility. The competency most frequently mentioned as being very important was the ability to answer incoming calls (93 percent). A large majority of the respondents (88 percent) also thought that the ability to place outgoing calls and to place long distance calls was very important. Another needed competency which was very important, as indicated by 82 percent of the Administrative Secretaries, was the ability to record telephone messages.

Table 174

WHERE OTHER TYPEWRITING COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to change typewriter ribbons, care for equipment	No.	47	29	63	13
	%	30.9	19.1	41.4	8.6
Ability to type liquid spirit masters	No.	26	4	12	4
	%	56.5	8.7	26.1	8.7
Ability to type stencils	No.	29	5	16	2
	%	55.8	9.6	30.8	3.8
Ability to type offset masters	No.	28	6	15	5
	%	51.9	11.1	27.7	9.3
Ability to type carbon copies	No.	62	11	42	7
	%	50.8	9.0	34.4	5.7
Ability to correct errors be erasing	No.	66	8	31	4
	%	60.6	7.3	28.4	3.7
Ability to correct errors by correction tape	No.	59	21	44	12
	%	43.4	15.4	32.4	8.8
Ability to correct errors by correction fluid	No.	57	21	46	15
	%	41.0	15.1	33.1	10.8
Ability to operate manual typewriter	No.	39	3	12	2
	%	69.6	5.4	21.4	3.6
Ability to operate electric typewriter	No.	93	5	44	7
	%	62.4	3.4	29.5	4.7
Ability to operate correcting selectric	No.	56	28	49	8
	%	39.7	19.9	34.8	5.7

Table 174 (Continued)

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to operate Executive typewriter	No.	43	16	31	8
	%	43.9	16.3	31.6	8.2
Ability to operate facsimile	No.	24	12	17	3
	%	42.9	21.4	30.3	5.4
Ability to operate other	No.	1	3	8	0
	%	8.3	25.0	66.7	0.0

Table 175

LEVEL OF IMPORTANCE OF CONCOMITANT COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Respons
Ability to take shorthand dictation with speed and accuracy	No. %	66 40.5	48 29.4	43 26.4	6 3.7
Ability to transcribe shorthand notes with speed and accuracy	No. %	72 44.2	41 25.2	43 26.4	7 4.3
Ability to transcribe machine dictation with speed and accuracy	No. %	86 52.8	49 30.1	22 13.5	6 3.7
Ability to compose and dictate business letters, memos, and other documents	No. %	81 49.7	68 41.7	12 7.4	2 1.2
Ability to listen and follow instructions	No. %	154 94.5	3 1.8	1 0.6	5 3.1
Ability to prioritize documents, tasks	No. %	138 84.7	16 9.8	4 2.5	5 3.1
Ability to proofread typed documents	No. %	139 85.3	15 9.2	1 0.6	8 4.9

Table 175 (Continued)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to dictate information to word processing center or personnel	No.	40	72	45	6
	%	24.5	44.2	27.6	3.7
Ability to handle confidential information and correspondence	No.	142	12	5	4
	%	87.1	7.4	3.1	2.5

Table 176

WHERE CONCOMITANT COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to take shorthand dictation with speed and accuracy	No.	70	0	44	0
	%	61.4	0.0	38.6	0.0
Ability to transcribe shorthand notes with speed and accuracy	No.	69	2	42	0
	%	61.1	1.8	37.2	0.0
Ability to transcribe machine dictation with speed and accuracy	No.	57	6	65	7
	%	42.2	4.4	48.1	5.2
Ability to compose and dictate business letters, memos, and other documents	No.	26	32	81	10
	%	17.4	21.5	54.4	6.7
Ability to listen and follow instructions	No.	32	26	90	9
	%	20.4	16.6	57.3	5.7
Ability to prioritize documents, tasks	No.	11	67	63	13
	%	7.1	43.5	40.9	8.4
Ability to proofread typed documents	No.	49	23	70	12
	%	31.8	14.9	45.5	7.8

Table 176 (Continued)

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to dictate information to word processing center or personnel	No.	5	55	42	10
	%	4.5	49.1	37.5	8.9
Ability to handle confidential information and correspondence	No.	5	72	62	15
	%	3.2	46.8	40.3	9.7

Table 177

LEVEL OF IMPORTANCE OF RECORDS MANAGEMENT COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to use a filing system	No.	142	17	2	2
	%	87.1	10.4	1.2	1.2
Ability to organize and maintain a retention filing system	No.	111	42	7	3
	%	68.1	25.8	4.3	1.8
Ability to organize and maintain a filing system for stored or recorded data	No.	90	43	21	9
	%	55.2	26.4	12.9	5.5
Ability to utilize microfilming procedures	No.	11	53	86	13
	%	6.7	32.5	52.8	8.0
Ability to organize a personal filing system	No.	81	64	10	8
	%	49.7	39.3	6.1	4.9
Ability to interpret computer printouts	No.	39	59	56	9
	%	23.9	36.2	34.4	5.5

Table 178

WHERE RECORDS MANAGEMENT COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to use a filing system	No.	42	29	81	7
	%	26.4	18.2	50.9	4.4
Ability to organize and maintain a retention filing system	No.	31	43	71	8
	%	20.3	28.1	46.4	5.2
Ability to organize and maintain a filing system for stored or recorded data	No.	16	36	69	12
	%	12.0	27.1	51.9	9.0
Ability to utilize microfilming procedures	No.	12	24	25	3
	%	18.8	37.5	39.1	4.7
Ability to organize a personal filing system	No.	30	56	49	10
	%	20.7	38.6	33.8	6.9
Ability to interpret computer printouts	No.	10	46	31	11
	%	10.2	46.9	31.6	11.2

Table 179

LEVEL OF IMPORTANCE OF TELEPHONE COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to answer incoming calls	No.	152	9	0	2
	%	93.3	5.5	0.0	1.2
Ability to place outgoing calls	No.	144	14	3	2
	%	88.3	8.6	1.8	1.2
Ability to place long distance calls	No.	143	15	3	2
	%	87.7	9.2	1.8	1.2
Ability to maintain telephone log	No.	59	50	49	5
	%	36.2	30.7	30.1	3.1
Ability to record telephone messages	No.	134	17	10	2
	%	82.2	10.4	6.1	1.2
Ability to screen principal's calls	No.	101	45	14	3
	%	62.0	27.6	8.6	1.8

Twenty percent or less of the Administrative Support Secretaries indicated that any of the telephone competencies should be learned exclusively in school. Again, the respondents indicated that the needed telephone competencies should be learned both in school and on the job. For example, concerning those telephone competencies considered very important, 41 percent indicated that the ability to answer incoming calls should be learned in both environments; and over 40 percent indicated that the ability to place outgoing calls, to place long distance calls, and to record telephone messages should also be learned in both environments. These data may be examined in Table 180 and can be related to Table 179 for further analysis.

Office Machine and Equipment Competencies. When asked to identify needed competencies related to the operation of office machines and equipment, 74 percent of the Administrative Secretaries indicated the need for ability to operate a copier. One half (50 percent) of the surveyed secretaries also indicated that the ability to operate dictation equipment was very important. Table 181 provides information on all responses related to office machine and equipment competencies.

When Table 182 is studied, it is apparent that the Administrative Support Secretaries believe that some equipment competencies may be learned best in school. However, for those competencies which they consider to be very important for them on the job, somewhat different patterns emerge. Concerning the ability to operate a copier, 45 percent indicated that it should be learned on the job; while 40 percent indicated the ability to operate dictation equipment should be learned both in school and on the job.

Mailing Competencies. The greatest number of Administrative Support Secretaries (69 percent) indicated that the ability to sort and route mail was very important. The level of importance of mail handling duties needed by entry-level Administrative Support Secretaries can be inspected in Table 183.

Nearly half of the respondents (49 percent) said that the ability to sort and route mail, a competency identified as being very important, should be learned on the job. Table 184 presents these data and can be related to Table 183 for further understanding.

Data Collection and Research Competencies. When asked about needed competencies related to data collection and research, the competency most frequently mentioned as being very important by the Administrative Support Secretaries was the ability to use a dictionary (88 percent). Nearly three-fourths (74 percent) of the respondents also indicated that they considered the ability to use a telephone directory to be a very important competency for an entry-level secretary. The responses concerning data collection and research competencies are shown in Table 185.

Table 186 presents information concerning the responses of the Administrative Support Secretaries about where the data collection and research competencies should be learned. Somewhat different patterns

Table 180

WHERE TELEPHONE COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to answer incoming calls	No.	31	48	66	16
	%	19.3	29.8	41.0	9.9
Ability to place outgoing calls	No.	27	53	63	15
	%	17.1	33.5	39.9	9.5
Ability to place long distance calls	No.	26	53	64	15
	%	16.5	33.5	40.5	9.5
Ability to maintain telephone log	No.	14	41	38	16
	%	12.8	37.6	34.9	14.7
Ability to record telephone messages	No.	24	53	64	10
	%	15.9	35.1	42.4	6.6
Ability to screen principal's calls	No.	9	73	51	13
	%	6.2	50.0	34.9	8.9

Table 181

LEVEL OF IMPORTANCE OF OFFICE MACHINE AND EQUIPMENT COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to operate copier	No.	120	33	7	3
	%	73.6	20.2	4.3	1.8
Ability to operate dictation equipment	No.	81	58	19	5
	%	49.7	35.6	11.7	3.1
Ability to operate collator	No.	42	60	51	10
	%	25.8	36.8	31.3	6.1
Ability to operate computer terminal	No.	18	50	80	15
	%	11.0	30.7	49.1	9.2
Ability to operate adding machine	No.	66	74	17	6
	%	40.5	45.4	10.4	3.7
Ability to operate fluid duplicator	No.	6	35	110	12
	%	3.7	21.5	67.5	7.4
Ability to operate stencil duplicator	No.	5	32	112	14
	%	3.1	19.6	68.7	8.6
Ability to operate offset	No.	5	25	119	14
	%	3.1	15.3	73.0	8.6

Table 181 (Continued)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to operate electronic calculator	No.	48	76	31	8
	%	29.4	46.6	19.0	4.9
Ability to operate bookkeeping machine	No.	5	27	115	16
	%	3.1	16.6	70.6	9.8
Ability to utilize endless-loop, phone-in, or remote dictation system	No.	18	42	61	42
	%	11.0	25.8	37.4	25.8

Table 182

WHERE OFFICE MACHINE AND EQUIPMENT COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to operate copier	No.	21	69	50	13
	%	13.7	45.1	32.7	8.5
Ability to operate dictation equipment	No.	33	36	55	15
	%	23.7	25.9	39.6	10.8
Ability to operate collator	No.	17	48	24	13
	%	16.7	47.1	23.5	12.7
Ability to operate computer terminal	No.	12	25	31	0
	%	17.6	36.8	45.6	0.0
Ability to operate adding machine	No.	58	22	44	16
	%	41.4	15.7	31.4	11.4
Ability to operate fluid duplicator	No.	17	3	12	9
	%	41.5	7.3	29.3	21.9
Ability to operate stencil duplicator	No.	16	4	10	7
	%	43.2	10.8	27.0	18.9
Ability to operate offset	No.	10	5	10	5
	%	33.3	16.7	33.3	16.7

Table 182 (Continued)

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to operate electronic calculator	No.	42	22	41	19
	%	33.9	17.7	33.1	15.3
Ability to operate bookkeeping machine	No.	10	6	10	6
	%	31.3	18.7	31.3	18.7
Ability to utilize endless-loop, phone-in, or remote dictation system	No.	8	18	30	4
	%	13.3	30.0	50.0	6.7

Table 183

LEVEL OF IMPORTANCE OF MAIL HANDLING DUTIES NEEDED
BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to sort and route mail	No.	112	42	7	2
	%	68.7	25.8	4.3	1.2
Ability to send telegrams, cables	No.	46	64	46	7
	%	28.2	39.3	28.2	4.3
Ability to handle special classes of mail	No.	56	74	27	6
	%	34.4	45.4	16.6	3.7
Ability to maintain incoming, outgoing correspondence	No.	33	67	56	7
	%	20.2	41.1	34.4	4.3
Ability to prepare packages for mailing	No.	42	68	48	5
	%	25.8	41.7	29.4	3.1
Ability to weigh items and calculate postage rates	No.	24	48	82	9
	%	14.7	29.4	50.3	5.5

Table 184

WHERE MAIL HANDLING COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to sort and route mail	No.	10	76	52	16
	%	6.5	49.4	33.8	10.4
Ability to send telegrams, cables	No.	19	42	38	11
	%	17.3	38.2	34.5	10.0
Ability to handle special classes of mail	No.	19	48	49	14
	%	14.6	36.9	37.7	10.8
Ability to maintain incoming, outgoing correspondence	No.	10	44	36	10
	%	10.0	44.0	36.0	10.0
Ability to prepare packages for mailing	No.	9	56	31	14
	%	8.2	50.9	28.2	12.7
Ability to weigh items and calculate postage rates	No.	11	33	26	2
	%	15.3	45.8	36.1	2.8

Table 185

LEVEL OF IMPORTANCE OF DATA COLLECTION AND RESEARCH COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to use dictionary	No.	144	15	2	2
	%	88.3	9.2	1.2	1.2
Ability to use secretary's manual	No.	108	38	14	3
	%	66.3	23.3	8.6	1.8
Ability to use thesaurus	No.	66	57	26	14
	%	40.5	35.0	16.0	8.6
Ability to use word processing user's manual	No.	65	51	38	9
	%	39.9	31.3	23.3	5.5
Ability to use telephone directory	No.	121	27	7	8
	%	74.2	16.6	4.3	4.9
Ability to use library card catalog and periodical index	No.	39	55	55	14
	%	23.9	33.7	33.7	8.6
Ability to collect and organize data and draft a report	No.	62	54	25	22
	%	38.0	33.1	15.3	13.5

may be noted here, with more replies indicating that learning should be in school. Sixty-one percent of the secretaries indicated that the ability to use the dictionary should be learned in school, and 43 percent indicated that the ability to use the telephone directory should also be learned there. The data in Table 186 should be studied in relation to that presented in Table 185 for further understanding.

Grammar Skills. A majority of the Administrative Support Secretaries considered grammatical skills to be very important for entry-level Administrative Support Secretaries. The ability to spell, punctuate, and capitalize correctly was checked by 96 percent of the respondents; 94 percent of the respondents checked the ability to proofread; while 91 percent checked the ability to construct correct sentences, the ability to recognize and correct improper word choice, and the ability to demonstrate an acceptable level of vocabulary as being very important. Table 187 presents the responses concerning the importance of grammatical skills for entry-level Administrative Support Secretaries.

The surveyed Administrative Support Secretaries indicated that the school was the place where the following grammatical skills should be learned: the ability to spell, punctuate, and capitalize correctly (70 percent); the ability to proofread (59 percent); the ability to construct correct sentences (76 percent); the ability to recognize and correct improper structure and improper word usage (73 percent); and the ability to demonstrate an acceptable level of vocabulary (67 percent). These data concerning where grammatical skills should be learned may be examined in Table 188 and related to data previously shown in Table 187.

Financial, Bookkeeping, and Mathematical Competencies. For purposes of discussion, these competency areas were combined, since in practice they sometimes overlap, and the responses were similar. As shown in Table 189, only 25 percent of the Administrative Support Secretaries indicated that they considered the ability to handle bank accounts very important. Less than 20 percent of the respondents checked any of the other competencies.

Only 20 percent of the Administrative Support Secretaries believed that the ability to compute interest and discounts was a very important competency for entry-level Administrative Support Secretaries to possess.

Table 189 presents these data concerning the importance of financial, bookkeeping, and mathematical competencies for entry-level Administrative Support Secreteries.

Forty-three percent of the respondents thought that the ability to handle bank accounts should be learned in school, though nearly as many (42 percent) checked the combined school and job response. Over half (53 percent) of the Administrative Support Secretaries indicated that the ability to compute interest and discounts should be learned in school. Tables 189 and 190 should be examined together to attain a better understanding of the responses concerning finance, bookkeeping, and mathematical competencies.

Table 186

WHERE DATA COLLECTION AND RESEARCH COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to use dictionary	No.	97	5	46	11
	%	61.0	3.1	28.9	6.9
Ability to use secretary's manual	No.	47	29	58	12
	%	32.2	19.9	39.7	8.2
Ability to use thesaurus	No.	59	9	42	13
	%	8.0	7.3	34.1	10.5
Ability to use word processing user's manual	No.	15	45	51	5
	%	12.9	38.8	44.0	4.3
Ability to use telephone directory	No.	64	15	58	11
	%	43.2	10.1	39.2	7.4
Ability to use library card catalog and periodical index	No.	52	12	25	5
	%	55.3	12.8	26.6	5.3
Ability to collect and organize data and draft a report	No.	23	28	58	7
	%	19.8	24.1	50.0	6.0

Table 187

LEVEL OF IMPORTANCE OF GRAMMATICAL SKILLS NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES (N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to read and interpret business documents	No.	100	42	11	10
	%	61.3	25.8	6.7	6.1
Ability to spell, punctuate, capitalize	No.	156	5	0	2
	%	95.7	3.1	0.0	1.2
Ability to proofread	No.	153	8	0	2
	%	93.9	4.9	0.0	1.2
Ability to alphabetize	No.	144	17	0	2
	%	88.3	10.4	0.0	1.2
Ability to construct correct sentences	No.	149	10	0	4
	%	91.4	6.1	0.0	2.5
Ability to sequence sentences in paragraph	No.	143	16	0	4
	%	87.7	9.8	0.0	2.5
Ability to determine correct paragraphing	No.	141	19	0	3
	%	86.5	11.7	0.0	1.8
Ability to recognize and correct improper structure, use of words	No.	148	12	0	3
	%	90.8	7.4	0.0	1.8
Ability to demonstrate acceptable level of vocabulary	No.	148	11	0	4
	%	90.8	6.7	0.0	2.5
Ability to distinguish between homonyms	No.	117	30	10	6
	%	71.8	18.4	6.1	3.7

Table 188

WHERE GRAMMATICAL SKILLS SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to read and interpret business documents	No.	40	31	62	9
	%	28.2	21.8	43.7	6.3
Ability to spell, punctuate, capitalize	No.	113	6	35	7
	%	70.2	3.7	21.7	4.3
Ability to proofread	No.	95	11	48	7
	%	59.0	6.8	29.8	4.3
Ability to alphabetize	No.	120	4	29	8
	%	74.5	2.5	18.0	5.0
Ability to construct correct sentences	No.	120	3	31	5
	%	75.5	1.9	19.5	3.1
Ability to sequence sentences in paragraph	No.	116	3	33	7
	%	73.0	1.9	20.7	4.4
Ability to determine correct paragraphing	No.	116	3	33	8
	%	72.5	1.9	20.6	5.0
Ability to recognize and correct improper structure, use of words	No.	117	4	33	6
	%	73.1	2.5	20.6	3.8
Ability to demonstrate acceptable vocabulary	No.	107	3	42	7
	%	67.3	1.9	26.4	4.4
Ability to distinguish between homonyms	No.	106	3	31	7
	%	72.1	2.0	21.1	4.8

Table 189

LEVEL OF IMPORTANCE OF FINANCIAL, BOOKKEEPING, AND MATHEMATICAL COMPETENCIES NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to handle accounts receivable and payable	No.	28	57	68	10
	%	17.2	35.0	41.7	6.1
Ability to handle payroll and taxes	No.	20	51	81	11
	%	12.3	31.3	49.7	6.7
Ability to handle bank account	No.	40	41	71	11
	%	24.5	25.2	43.6	6.7
Ability to handle petty cash	No.	31	47	75	10
	%	19.0	28.8	46.0	6.1
Ability to handle budgeting tasks	No.	30	52	69	12
	%	18.4	31.9	42.3	7.4
Ability to compute interest and discounts	No.	32	46	73	12
	%	19.6	28.2	44.8	7.4
Ability to compute production records	No.	21	53	73	16
	%	12.9	32.5	44.8	9.8
Other	No.	7	1	2	153
	%	4.3	0.6	1.2	93.9

Table 190

WHERE FINANCIAL, BOOKKEEPING, AND MATHEMATIC COMPETENCIES SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to handle accounts receivable and payable	No.	37	8	37	3
	%	43.5	9.4	43.5	3.5
Ability to handle payroll and taxes	No.	24	18	25	4
	%	33.8	25.4	35.2	5.6
Ability to handle bank account	No.	35	10	34	2
	%	43.2	12.3	42.0	2.5
Ability to handle petty cash	No.	20	17	36	5
	%	25.6	21.8	46.2	6.4
Ability to handle budgeting tasks	No.	23	16	40	3
	%	28.0	19.5	48.8	3.6
Ability to compute interest and discounts	No.	41	3	29	5
	%	52.6	3.8	37.2	6.4
Ability to compute production records	No.	18	15	36	5
	%	24.3	20.3	48.6	6.8
Other	No.	1	3	2	2
	%	12.5	37.5	25.0	25.0

General Clerical Skills. Table 191 presents the responses of the Administrative Support Secretaries concerning general clerical skills needed. The largest percentage (87 percent) regarded the ability to meet and greet people as very important for entry-level Administrative Support Secretaries; 71 percent considered the ability to schedule and screen appointments as very important. Another needed competency indicated by over two-thirds (68 percent) of the Administrative Support Secretaries was the ability to arrange reservations for principals.

Table 192 presents data which indicate that again the Administrative Support Secretaries believe that the general clerical competencies should be learned both in school and on the job. Each of the competencies considered very important by the Administrative Support Secretaries was answered similarly. For example, 47 percent indicated the ability to meet and greet people should be learned in school and on the job; 49 percent indicated the ability to schedule and screen appointments should be learned in both environments; and 46 percent indicated that the ability to arrange reservations for principals should be learned both in school and on the job. Table 192 may be studied along with Table 191 for additional understanding.

Administrative Skills. When the Administrative Support Secretaries were queried about needed administrative skills the largest percentage, 95 percent, indicated the ability to follow directions from the supervisor was a very important competency; 42 percent of the respondents indicated that the ability to give directions to a group was also a very important competency. Table 193 shows data about administrative skills competencies.

Again, of those skills in the administrative area considered to be very important by the Administrative Support Secretaries, the ability to follow directions from a supervisor and the ability to give directions to a group were ranked high by the respondents (50 percent and 46 percent respectively), who believed they should be learned both in school and on the job. Table 194 presents data concerning these competencies and should be viewed in relation to Table 193.

Summary of Most Frequent Responses

The data in Chapter 6 represent the personal information supplied in the responses of the 163 Adminstrative Support Secretaries and their opinions concerning job-related topics. Only the most frequently chosen response for each question will be capsuled here.

1. The region with the highest percentage of respondents of Administrative Support Secretaries was North-Central, with 33 percent indicating this region of the United States.

2. The Finance, Insurance, or Real Estate industry was represented by a greater number of respondents (17 percent) than any other single type of industry classification.

Table 191

LEVEL OF IMPORTANCE OF GENERAL CLERICAL SKILLS NEEDED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to meet and greet people	No. %	142 87.1	17 10.4	1 0.6	3 1.8
Ability to schedule and screen appointments	No. %	115 70.6	33 20.2	9 5.5	6 3.7
Ability to arrange reservations for principals	No. %	111 68.1	32 19.6	15 9.2	5 3.1
Ability to requisition and maintain office supplies	No. %	91 55.8	52 31.9	16 9.8	4 2.5
Ability to handle invoices and shipping orders	No. %	54 33.1	50 30.7	49 30.1	10 6.1

Table 192

WHERE GENERAL CLERICAL SKILLS SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

General Clerical Skills Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to meet and greet people	No.	25	36	74	24
	%	15.7	22.6	46.5	15.1
Ability to schedule and screen appointments	No.	14	45	72	17
	%	9.5	30.4	48.6	11.5
Ability to arrange reservations for principals	No.	10	51	66	16
	%	7.0	35.7	46.2	11.2
Ability to requisition and maintain office supplies	No.	5	65	52	21
	%	3.5	45.5	36.4	14.7
Ability to handle invoices and shipping orders	No.	8	37	48	11
	%	7.7	35.6	46.2	10.6

Table 193

LEVEL OF IMPORTANCE OF ADMINISTRATIVE SKILLS NEEDED BY
ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES
(N = 163)

Competencies		Very Important	Somewhat Important	Unimportant	No Response
Ability to follow directions	No.	155	2	0	6
from supervisor	%	95.1	1.2	0.0	3.7
Ability to give directions	No.	68	59	27	9
to a group	%	41.7	36.2	16.6	5.5
Ability to design flow	No.	19	57	74	13
charts	%	11.7	35.0	45.4	8.0
Ability to conduct cost/	No.	10	47	87	19
profit studies	%	6.1	28.8	53.4	11.7
Ability to direct training	No.	22	51	69	21
sessions	%	13.5	31.3	42.3	12.9
Ability to manage employee	No.	55	42	52	14
records	%	33.7	25.8	31.9	8.6
Other	No.	3	1	0	159
	%	1.8	0.6	0.0	97.5

Table 194

WHERE ADMINISTRATIVE SKILLS SHOULD BE LEARNED BY ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

Competencies		Learned In School	Learned On The Job	Learned In School And On The Job	No Opinion
Ability to follow directions from supervisor	No.	21	40	78	18
	%	13.4	25.5	49.7	11.5
Ability to give directions to a group	No.	10	35	58	24
	%	7.9	27.6	45.7	18.9
Ability to design flow charts	No.	13	23	28	12
	%	17.1	30.3	36.8	15.8
Ability to conduct cost/ profit studies	No.	9	10	27	11
	%	15.8	17.5	47.4	19.3
Ability to direct training sessions	No.	4	24	36	9
	%	5.5	32.9	49.3	12.3
Ability to manage employee records	No.	5	43	38	11
	%	5.2	44.3	39.2	11.3
Other	No.	2	2	0	0
	%	50.0	50.0	0.0	0.0

3. Ninety-seven percent of the respondents were female.

4. More than three-fourths (78 percent) of the Administrative Support Secretaries were less than 40 years of age, with 36 percent of them being between the ages of 30 and 39.

5. Eighty-five percent of the respondents had secretarial experience prior to becoming an Administrative Support Secretary; the average number of years of previous secretarial experience was nearly eight.

6. The most frequently mentioned job title of the respondents was Administrative Secretary (22 percent).

7. Seventy percent of the Administrative Support Secretaries had been employed in their present position three years or less.

8. Ninety-three percent of the respondents had attended a comprehensive high school, with 89 percent having been graduated; nearly 80 percent had attended an educational institution beyond high school, with half of them indicating that they had earned a degree or certificate.

9. Forty-five percent of the Administrative Support Secretaries received more than half of their work directly from originators/principals.

10. The number of principals the Administrative Support Secretaries assisted varied widely, with the largest percentage assisting five to eight originators/ principals (22 percent); however, 16 percent provided support to only two originators/principals within the organization.

11. In the area of written communication, the most frequently identified responsibility of the Administrative Support Secretaries was composing written communications from oral directions (79 percent).

12. In the oral communications area, the responsibility most often cited was answering the principal's telephone and routing the calls (90 percent).

13. In the area of assistance to the principal, two job responsibilities were mentioned equally as often: organizing the flow of incoming mail and meeting office visitors (each was checked by 84 percent of the respondents).

14. In the area of recordkeeping, maintaining a set of general office files for a principal was the most frequently mentioned responsibility by the Administrative Support Secretaries (88 percent).

15. In the area of office administration, the most often identified responsibility was to make recommendations concerning office systems and procedures (68 percent).

16. In the area related to the use of machines, the job responsibility most often checked by the Administrative Support Secretaries was using a copying machine (95 percent).

17. The Administrative Support Secretaries indicated that they believed they spent more of their time with responsibilities associated with the area of written communications than with any other single area; they estimated spending 30 percent of their time in these activities.

18. Twenty-nine percent of the respondents reported receiving their initial basic office training in high school.

19. In-house presentation was the source of in-service/other training cited by 49 percent of the Administrative Support Secretaries.

20. No career path existed for Administrative Support personnel in organizations represented by 58 percent of the surveyed secretaries.

21. Inadequate vocabulary, including a lack of specialized terminology, was the major weakness of Administrative Support Secretaries most frequently identified by the respondents (36 percent).

22. The employment "like" most frequently cited by the Administrative Support Secretaries was the variety of work they performed (67 percent).

23. The physical facilities and arrangement was the "dislike" most often identified by the Administrative Support Secretaries (39 percent).

24. Several competencies related to typewriting and transcription were identified as being very important for entry-level Administrative Support Secretaries. The ability to type with accuracy was cited by 91 percent of the respondents, and 51 percent said this competency should be learned in school. Seventy-one percent indicated that the ability to type from typed copy was very important and should be learned in school (45 percent). The ability to operate an electric typewriter was deemed very important by 77 percent of the respondents and 62 percent said that this ability should be learned in school. Most of the survey sample (95 percent) indicated that listening skills and following instruction were very important, while 57 percent believed these competencies should be learned both in school and on the job.

25. The ability to use a filing system was mentioned by 87 percent of the respondents as being a very important records management competency for entry-level Administrative Support Secretaries. The survey group said that this competency should be learned both in school and on the job (51 percent).

26. The telephone competency most frequently mentioned as being very important for entry-level secretaries was the ability to answer incoming calls (93 percent). This should be learned both in school and on the job, according to 41 percent of the Administrative Support Secretaries.

27. The ability to operate a copier was the equipment and office machine competency most frequently identified as being very important for entry-level secretaries by the surveyed Administrative Support Secretaries (74 percent). Forty-five percent of the respondents indicated that this ability should be learned on the job.

28. Sixty-nine percent of the respondents indicated that the ability to sort and route mail was a very important competency, and 49 percent indicated this competency should be learned on the job.

29. The data collection and research competency most frequently mentioned by the respondents as being very important for entry-level secretaries was the ability to use a dictionary (88 percent). Sixty-one percent indicated that this competency should be learned in school.

30. Spelling, punctuation, and capitalization were checked by 96 percent of the respondents as very important grammatical skills. Seventy percent of the respondents indicated that these should be learned in school.

31. The financial, bookkeeping, and mathematical competency which was checked most frequently as being very important for an entry-level Administrative Support Secretary was handling bank accounts (25 percent). Forty-three percent of the respondents said that this skill should be learned in school, while almost as many (42 percent) said this should be learned both in school and on the job.

32. The largest percentage of respondents (87 percent) regarded the ability to meet and greet people as a very important general clerical skill. They indicated this skill should be learned in school and on the job (47 percent).

33. The ability to follow directions from the supervisor was indicated by 95 percent of the respondents as a very important competency, and 50 percent felt that the competency should be learned both in school and on the job.

This section presented a summary of the most frequent responses to each of the questions on the Interview Form for Administrative Support Secretaries.

Discussion

The responses from the 163 Administrative Support Secretaries who took part in this survey provide a basis for understanding how the position is developing, what the job duties and responsibilities are, and what the role of the school is in preparing students for these types of positions. This information, along with that noted in the periodical literature and previous research studies, should be helpful to business educators who are concerned with providing the proper educational programs to prepare all types of secretarial support employees.

Profile of Administrative Support Secretaries

There continues to be a heavy preponderance of females in this position (in this survey 97 percent) with more than three-fourths of them indicating they were less than 40 years of age. The largest number were between the ages of 30 and 39. Nearly all had had experience as a secretary or administrative assistant, with an average of eight years of previous secretarial experience. Because the word processing administrative support concept is a recent development in most organizations, it was not unexpected that 70 percent of the respondents had been employed in these particular positions for three years or less.

The most commonly used title to describe the respondents was Administrative Secretary, which was used in 22 percent of the organizations. However, 15 percent of the respondents reported the use of Administrative Assistant and another 15 percent indicated the title of Administrative Support Secretary.

Most of the respondents (92 percent) were high school graduates. A considerable number (80 percent) had attended an educational institution beyond high school, with about half of them indicating they had earned a degree or certificate.

Administrative Secretaries assisted from 1 to more than 16 principals with support services. The largest percentage assisted from five to eight originators/principals with their work. Forty-five percent indicated they received the greatest part of their work directly from principals, although 36 percent indicated that they received their work from the supervisor/manager of the administrative support function.

General Job Responsibilities of Administrative Support Secretaries

Responses from the Administrative Support Secretaries indicated that an average of nearly 50 percent of their time was spent in the area of communications. Over 30 percent of their time was spent in written communication and nearly 19 percent on oral communication.

Major activities in the area of written communications on which these secretaries spent their time, even though word processing had been implemented in their organizations, included: copying and composing from employer's longhand notes, composing routine correspondence without directions, composing written communications from oral directions, and preparing rough drafts of responses to correspondence. Administrative Support Secretaries also indicated that they did some typing of speeches, reports, and news releases from copy prepared by originators and some typing of tables, formal reports, and manuscripts. They also edited copy prepared by others. All of these were performed by 50 percent or more of the Administrative Support Secretaries. Murranka, Moody, and Kusek also found that administrative support personnel were performing many typewriting tasks.

Although the composition of various types of documents would certainly be justified in order to save time for the principal, it appears that considerable other material was being typed by these secretaries. One might question whether the secretaries' time should be spent more profitably on other tasks than on the typing of items which could be sent to the word processing center.

393

Major activities in the area of oral communications on which over 80 percent of the Administrative Support Secretaries spent their time were answering the principal's telephone and either routing calls to him/her or handling the matter themselves.

The Administrative Secretaries indicated that nearly one-fourth (22 percent) of their time was spent in activities classified as assistance to the principal. Eighty-four percent of the Administrative Secretaries met callers who came to the office, a major duty involving oral communication and providing assistance to the principal. Related to this, over 75 percent of the secretaries made appointments, kept a record of them, and reminded their employers of the appointments. Over 70 percent of those responding indicated that they also assisted by: scheduling conferences and meetings; reserving rooms; annotating, summarizing, or digesting incoming mail; organizing the flow of incoming mail; and sorting, classifying and routing it; as well as gathering information from various internal sources for the principal's use.

Administrative Support Secretaries responding to the study estimated that about 15 percent of their total working time was spent on recordkeeping. The greatest part of these recordkeeping activities was related to filing. About 75 percent or more indicated they had responsibility for the following: maintaining a set of general office files for a principal; maintaining a pending, follow-up, tickler and/or desk reference file; and setting up filing systems.

The Administrative Support Secretaries estimated that 14 percent of their total working time was spent on office administration activities. The secretaries varied somewhat in the extent of office administration responsibility they performed. The percentages performing these duties were not quite so high as in other areas. However, over 60 percent kept abreast of new methods and equipment, made recommendations concerning office sytems and procedures, organized office routine, and selected or recommended office supplies.

When questioned about their use of machines, the Administrative Support Secretaries indicated the following: 95 percent used a copy machine; 84 percent used an electric typewriter (with 77 percent indicating they used a Selectric typewriter); and 72 percent used a calculator.

Responses indicating an increase or decrease of more than 10 percent from those indicated in the 1966 Wagoner study of traditional secretarial duties are as follows:

Duties Which Have Decreased in Frequency Since 1966

Duties Which Decreased	1966 Study	DPE Study	Percent of Decrease
Type stencils, masters, or plates for running on multiple-copy reproducing machines	91	25	66
Write and send telegrams	72	17	55
Type telegrams	72	19	53
Take dictation in shorthand and transcribe	88	44	44
Use "Executive" or other typewriter with proportional spacing	41	16	35
Use manual typewriter	32	2	30
Prepare mailing lists	64	36	28
Maintain confidential company files	89	61	28
Operate multiple-copy reproducing machines: ditto, spirit, or fluid process	30	5	25
Perform housekeeping duties--dust, water plants, sharpen pencils, fill pens	80	56	24
Transfer materials periodically to storage files	83	61	22
Select best communication method for given situation (mail, telegraph, or telephone)	69	47	22
Operate multiple-copy reproducing machines: mimeograph (stencil)	23	2	21
Determine when to make use of special postal services (special delivery, certified mail, registered mail)	79	58	21
Answer routine correspondence without directions	84	64	20
Note on or clip to incoming letters information needed for answering	83	64	19
Place long distance calls for employer	76	57	19
Type speeches, reports, news releases, etc. from copy prepared by employer or others	83	65	18
Cull employer's files regularly	84	67	17
Follow-up and remind employer of appointments	93	77	16
Type legal papers or documents	50	34	16
Handle all routine matters, referring only problems	91	76	15
Operate an adding machine	78	63	14
Assemble conference materials	68	56	13
Handle confidential records of employees	75	62	13
Type financial statements	46	33	13
Type formal reports or manuscripts	65	53	12
Make hotel reservations	77	65	12
Type mailing lists	48	30	12
Take direct dictation at the typewriter	31	20	11
Read, sign, and release employer's letters for mailing	70	60	10
Compose minutes of conferences and meetings	37	27	10
Select best process for certain multiple-copy jobs	68	58	10

Duties Which Have Increased in Frequency Since 1966

Duties Which Increased	1966 Study	DPE Study	Percent of Increase
Use Selectric typewriter with various type sizes	14	77	53
Prepare materials for use on automatic typewriter	19	53	34
Operate an automatic typewriter	14	48	34
Use other (open shelf, lateral filing, visible, rotary files) than standard filing equipment	18	49	31
Operate a calculator	44	72	28
Initiate Wide Area Telephone Service (WATS) calls	24	47	23
Do employer's personal banking--deposits, reconcile bank statements, etc.	26	48	22
Organize conference and/or program	35	55	20
Plan trip itineraries	35	53	28
Plan flow of work within the office	28	44	16
Organize office routine	50	63	13
Use microfilm equipment	5	18	13
Obtain information from data processing for executive use	33	45	12
Keep abreast of new methods and equipment	57	68	11
Set up office procedures	44	55	11
Requisition from central files	41	52	11
Make use of microfilm filing, look up, and printing of copies	18	28	10
Arrange office layout and work space	23	33	10
Supervise clerical and other workers	24	34	10
Keep track of requisitions and budget	34	44	10
Prepare budget	8	18	10

Training

Responses from the Administrative Support Secretaries varied considerably concerning where they received their initial basic office training. The largest group (29 percent but still less than one-third of the total) indicated they received their initial training in high school; 20 percent indicated they received it on the job from within the organization; 13 percent indicated that they received it from a private business college. Other responses were so scattered that none exceeded 10 percent of the total group. Sources of further training also varied; but nearly one-half of the respondents indicated they had learned from in-house presentations; and one-third or more indicated they had learned from office magazines and books, seminars and workshops, and vendor demonstrations.

The Administrative Support Secretaries, along with other respondents to the entire study, generally did not perceive that there were built-in career progressions available within their organizations, for only about one-third (34 percent) indicated their existence.

Administrative Support Secretaries differed somewhat from the Administrative Support Supervisors in their responses concerning typing skills. They did not perceive themselves as being weak in the basic typing skills. Both groups concurred, however, that some of the other weaknesses were in language skills. Thirty-six percent indicated a weakness of inadequate vocabulary and lack of specialized vocabulary. About one-third recognized a weakness in their organization of work, and 32 percent indicated that a negative attitude was another weakness.

Sixty-seven percent of both the Administrative Support Secretaries and the Word Processing Operators/Correspondence Secretaries indicated in write-in responses that what they most liked about their jobs was the variety of work. Large numbers, 65 percent and 55 percent respectively, indicated that the aspect they liked best were their fellow employees and the opportunity to control the work environment.

Again, as with the Word Processing Operators/Correspondence Secretaries, the job dislikes appeared to be more personal and related to the particular situation as the responses and percentages were scattered and varied. However, the largest percentage of respondents (39 percent) also indicated that the physical work facilities were their major dislike. About one-fourth of the respondents also indicated tedious, boring work and inefficient management were job dislikes.

Needed Competencies of Entry-Level Administrative Secretaries

The responses concerning the competencies needed by entry-level Administrative Support Secretaries provide a basis for understanding of needed curriculum content for all types of secretaries--those who function as a part of an administrative support team, those who will be word processing operators, and those engaged in the traditional one-to-one support role. A number of the very important basic competencies appear to be the same for all groups. These findings are similar to those in several earlier studies.

Those competencies indicated by 90 percent or more of the surveyed Administrative Support Secretaries as being very important follow. These include the ability to:

1. Type with accuracy
2. Type letters and memos
3. Demonstrate competency in listening and following directions
4. Answer incoming calls
5. Spell, punctuate, and capitalize
6. Proofread
7. Construct correct sentences
8. Recognize and correct improper structure and use of words
9. Demonstrate acceptable vocabulary
10. Follow directions from supervisor

The majority of the respondents indicated that they believed the basic skills--the ability to type with accuracy; the ability to spell, punctuate, capitalize, proofread, construct correct sentences, recognize and correct improper sentences; the ability to use words and to demonstrate acceptable vocabulary should all be learned in school. On the other hand, they recognized that the ability to type letters and memos, to demonstrate competency in listening skills and following directions, to answer incoming calls, and to follow directions from a supervisor may require a combination of in-school and on-the-job training.

Those competencies indicated by 75 through 89 percent of the Administrative Support Secretaries as being very important are listed below. These include the ability to:

1. Type reports
2. Type from handwritten notes
3. Type from typed copy
4. Type from rough draft
5. Change typewriter ribbons and care for equipment
6. Operate electric typewriter
7. Operate correcting Selectric
8. Prioritize documents and tasks
9. Proofread typed documents
10. Handle confidential information and correspondence
11. Use a filing system
12. Place outgoing calls
13. Place long distance calls
14. Record telephone messages
15. Operate copier
16. Sort and route mail
17. Use dictionary
18. Alphabetize
19. Sequence sentences in paragraph
20. Determine correct paragraphing
21. Meet and greet people

Again, the pattern of responses indicated that the Administrative Support Secretaries believed the basic competencies such as operating an electric typewriter, typing from typed copy, using a dictionary, alphabetizing, sequencing sentences in a paragraph, and determining correct paragraphing should be learned in school. Those competencies that they considered should be learned both in school and on the job were more concerned with the application of basic learning such as typing reports, using a filing system, placing outgoing and long distance calls, and meeting and greeting people. The respondents appeared to perceive competencies which are more specialized or are more closely related to the individuals or work situations should be learned on the job. Examples of the latter group include the ability to type from handwritten notes, ability to operate a copier, ability to prioritize documents and tasks, ability to handle confidential information and correspondence, and the ability to sort and route mail.

Those competencies indicated by 50 through 74 percent of the Administrative Support Secretaries as being very important are listed below. These include the ability to:

1. Type with speed
2. Type tabulated materials
3. Transcribe machine dictation with speed and accuracy
4. Compose and dictate business letters, memos, and other documents
5. Organize and maintain a retention filing system

6. Organize and maintain a filing system for stored or recorded data
7. Organize a personal filing system
8. Screen principal's calls
9. Operate dictation equipment
10. Sort and route mail
11. Read and interpret business documents
12. Use secretary's manual
13. Use telephone directory
14. Distinguish between homonyms
15. Schedule and screen appointments
16. Arrange reservations for principals
17. Requisition and maintain office supplies

The competencies from the above list identified by the greatest number of Administrative Support Secretaries as those to be learned in school were to type with speed, to type tabulated materials, to use the telephone directory, and to distinguish between homonyms. Those identified to be learned on the job were to screen principal's calls, to sort and route mail, and to requisition and maintain office supplies. All other competencies on the above list were considered by the greatest number of the secretaries to be learned best through a combination of in-school and on-the-job training.

Chapter 6 has presented the data collected from the Interview Forms of the surveyed Administrative Support Secretaries. Chapter 7 will present the responses provided by Principals/Originators concerning selected questions about word processing.

CHAPTER 7

RESPONSES OF PRINCIPALS/ORIGINATORS

Chapter 7 includes responses from the Principal/Originator Interview Forms concerning the word processing survey. A total of 286 persons completed the three-page form containing 14 questions (Appendix F). Data from the surveyed Principals/Originators reflect how these respondents use word processing and their perceptions relative to the effectiveness of word processing within their organizations.

All percentage calculations were determined according to the arithmetical method of rounding any partial number to the nearest tenth of the whole number. This practice may occasionally result in the total percentage being slightly less or slightly more than 100 percent. In the text narrative, percentages have been reported to the nearest whole number. Total percentages for each table were rounded to 100 percent where addition of individual percentages might result in slightly less or slightly more than 100 percent.

The data in Chapter 7 have been organized for presentation as follows: regional locations and nature of organizations, kinds of word processing applications used, benefits of word processing in organizations, shortcomings of word processing in organizatons, and satisfaction with other secretarial support.

Opinions About Word Processing

Regional Locations and Nature of Organizations

The regional location with the largest percentage of responding organizations was the North-Central with 39 percent. The Southern region was next in frequency with 21 percent, followed in order by the Eastern region (16 percent), the Mountain Plains region (11 percent), and the Western region (11 percent). Table 195 presents the frequency and percentage distributions by regional locations of the organizations for which the Principals/Originators worked.

The largest observed frequency of the various kinds of organizations represented in this study is the Finance, Insurance, or Real Estate industry, which was indicated by 20 percent of the respondents. Fourteen percent of the survey sample identified the industry classification of Manufacturing. Government was checked by 12 percent of the Principals/Originators. Table 196 shows the distribution of the sample when classified by the nature of the organization.

Table 195

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 286)

Region	Number	Percent
Eastern	45	15.7
Southern	59	20.6
North-Central	111	38.8
Mountain Plains	32	11.2
Western	30	10.5
No response	9	3.2
Total	286	100.0

Kinds of Word Processing Applications Used

Table 197 presents the responses of the Principals/Originators concerning the kinds of applications for which they used word processing document production. The category of Correspondence, which was defined as original letters and memos, was cited by 85 percent of the respondents. Reports, determined usually to be multipage narrative text, were checked by 77 percent of the Principals/Originators. Closely following was repetitive work, such as form letters or other "boilerplate" material and standard paragraphs, indicated by 76 percent of the surveyed sample.

Benefits of Word Processing in Organizations

The Principals/Originators were queried concerning whether they believed that there were major benefits in word processing document production in their organizations. Table 198 shows that 97 percent of the respondents said yes and 2 percent checked no.

Next, those respondents who had taken the position that there were major benefits in word processing document production were asked to identify in rank order the three most important benefits in their organization. Many of the respondents simply checked three weaknesses but did not rank them. Because of this substantial number, the decision was made to include these responses in the total. The percentage reflects

Table 196

NATURE OF RESPONDING ORGANIZATIONS
(N = 286)

Organization	Number	Percent
Accounting	3	1.1
Education	23	8.1
Engineering	17	5.9
Finance, Insurance, or Real Estate	57	19.9
Government	33	11.5
Legal	24	8.4
Manufacturing	41	14.3
Medical	8	2.9
Transportation, Communication, and Utilities	17	5.9
Wholesale/Retail Trade	9	3.1
Other	42	14.7
No response	12	4.2
Total	286	100.0

this total, however the various rankings can be seen in Table 199. Nearly identical percentages of the Principals/Originators checked the benefits of greater productivity (76 percent) and high quality product (75 percent).

Shortcomings of Word Processing in Organizations

The surveyed Principals/Originators were also asked their opinions about whether there were shortcomings in the word processing document production preparation system in their organizations. Table 200 presents these data, which show that 56 percent believed shortcomings existed while 41 percent indicated no recognition of shortcomings.

The respondents who had indicated the existence of shortcomings in word processing document production in their organizations were asked to identify in rank order the three greatest shortcomings. Once again,

40~

Table 197

KINDS OF WORD PROCESSING DOCUMENT PRODUCTION APPLICATIONS USED BY PRINCIPALS/ORIGINATORS

(N = 286)

Kind		Yes	No
Correspondence (original letters and memos)	No.	244	42
	%	85.3	14.7
Reports (Usually multipage narrative text)	No.	220	66
	%	76.9	23.1
Repetitive (form letters or other "boiler-plate" material and standard paragraphs)	No.	216	70
	%	75.5	24.5
Statistical material (heavy use of numeric keys, often columnar)	No.	139	147
	%	48.6	51.4
Completing preprinted forms	No.	78	208
	%	27.3	72.7
Cards, labels, envelopes, etc.	No.	109	177
	%	38.1	61.9
Other	No.	62	224
	%	21.7	78.3

Table 198

NUMBER OF RESPONDING PRINCIPALS/ORIGINATORS INDICATING THAT WORD PROCESSING DOCUMENT PRODUCTION IS A BENEFIT

(N = 286)

Response	Number	Percent
Yes	278	97.2
No	5	1.7
No response	3	1.1
Total	286	100.0

403

Table 199

GREATEST BENEFITS OF WORD PROCESSING DOCUMENT PRODUCTION AS IDENTIFIED BY PRINCIPALS/ORIGINATORS

(N = 278)

Greatest Benefits	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Better looking copy	12	30	31	28	101	36.3
Career progression for personnel	1	2	8	11	22	7.9
Cost control	21	22	35	18	96	34.5
Effective supervision for office personnel	4	4	10	11	29	10.4
Equitable work distribution	5	8	13	13	39	14.0
Fast turnaround time	45	61	55	22	183	65.8
Greater productivity	104	65	26	15	210	75.5
High quality product	53	61	72	22	208	74.8
Other	25	6	8	8	47	16.9

*Number exceeds 278 because respondents were directed to indicate more than one response.

Table 200

NUMBER OF PRINCIPALS/ORIGINATORS INDICATING THAT WORD PROCESSING DOCUMENT PRODUCTION HAS SHORTCOMINGS
(N = 286)

Response	Number	Percent
Yes	159	55.6
No	118	41.3
No response	9	3.1
Total	286	100.0

several of the respondents checked their responses without ranking them. For purposes of discussion, these responses are included in the total percentage. The ranked responses can be examined in Table 201. The shortcoming most often cited by the respondents concerned backlog of work, which was recognized by 39 percent of those who previously said that shortcomings existed. Lack of personal contact was checked by 33 percent of the Principals/Originators and slow turnaround time by 30 percent of the respondents.

Satisfaction with Other Secretarial Support

The Principals/Originators were requested to express their opinions concerning whether the current level of other secretarial support (meaning primarily nontyping) was satisfactory in their organizations. Seventy-six percent of the respondents said the present level of service was satisfactory, while 21 percent appeared to be less satisfied at the time the interviews were held. Table 202 shows these data.

Next, those persons indicating that the secretarial support was not satisfactory were asked to write in suggestions as to what might be done to improve the level of support. Over 62 percent of this group believed that more secretarial help needed to be employed for the workload involved. The next most frequently offered suggestion was that more effective orientation and training for secretaries should be provided (12 percent). A list of suggestions for improving the level of secretarial support is provided in Table 203.

The surveyed Principals/Originators were asked to indicate whether they found themselves doing work which could have been done by a qualified secretary. Nearly 58 percent of the respondents said no and 40 percent said yes. These data are presented in Table 204.

Table 201

GREATEST SHORTCOMINGS OF WORD PROCESSING DOCUMENT PRODUCTION AS IDENTIFIED BY PRINCIPALS/ORIGINATORS

(N = 159)

Greatest Shortcomings	Ranked 1	Ranked 2	Ranked 3	Checked But Not Ranked	Total*	Percent
Backlog of work	26	17	15	4	62	39.0
High cost	12	5	6	2	25	15.7
Lack of personal contact	21	14	14	4	53	33.3
Lack of sufficient communication from center/cluster/work station personnel	15	15	7	7	44	27.7
Personnel do not understand your needs	4	9	13	2	28	17.6
Priorities and deadlines are not met	6	9	8	1	24	15.1
Slow turnaround time	13	24	7	3	47	29.6
Too many errors	10	14	17	1	42	26.4
Other	32	15	8	18	73	45.9

*Number exceeds 159 because respondents were directed to indicate more than one response.

Table 202

NUMBER OF PRINCIPALS/ORIGINATORS INDICATING SATISFACTION WITH OTHER SECRETARIAL SUPPORT (N = 286)

Response	Number	Percent
Yes	218	76.3
No	61	21.3
No response	7	2.4
Total	286	100.0

Those respondents who said they were presently doing work that could have been done by a qualified secretary were then asked to list in rank order some of the activities they would like a secretary to perform. Nearly 40 percent of this group suggested an activity classified as filing and/or records management, while 38 percent desired assistance in the area of preparing written communications (such as letters, memos, requisitions, etc.). Table 205 provides a listing of the suggestions made.

The surveyed Principals/Originators were requested to evaluate their present secretarial personnel in terms of whether they currently possessed sufficient background or training to perform the additional activities that might be delegated. Table 206 indicates that 62 percent of the respondents believed their secretarial personnel were sufficiently skilled to take on additional secretarial activities in their organizations, while 13 percent were not so positive.

Suggestions were solicited from the respondents about the kinds of training they believed would enable secretarial staff to provide more effective support to the professional and managerial personnel in their organizations. Table 207 provides a list of their write-in suggestions. Training in grammar, spelling, proofreading, and editing were the most frequently suggested (15 percent). Next, 11 percent of the Principals/Originators mentioned specialized training in a specific area of the organization--legal training, medical training, more knowledge about credit, insurance, purchasing, etc.

Table 203

SUGGESTIONS FOR IMPROVING OTHER SECRETARIAL SUPPORT
AS INDICATED BY PRINCIPALS/ORIGINATORS
(N = 61)

Suggestions	Number	Percent
Employ more secretarial help for workload	38	62.3
More effective orientation and training of secretaries	7	11.5
More effective supervision of secretaries and work flow	5	8.2
Improve skills of secretaries to perform routine work	4	6.6
Delegate more administrative duties to secretaries	4	6.6
Add more automated and compatible equipment	4	6.6
Design office system to provide "back-up" secretarial service	3	4.9
Implement standard work procedures	2	3.3
Orient users to word processing and use of administrative support	2	3.3
Other	4	6.6
No response	1	1.6

*Number exceeds 61 because some respondents provided more than one suggestion.

Table 204

INDICATION OF NEED FOR ADDITIONAL SECRETARIAL HELP ON JOBS NOW HANDLED BY PRINCIPALS/ORIGINATORS
(N = 286)

Response	Number	Percent
Yes	113	39.5
No	165	57.7
No response	8	2.8
Total	286	100.0

Summary of Most Frequent Responses

The data in Chapter 7 represent the personal information supplied in the responses from the 286 Principals/Originators and their perceptions relative to the effectiveness of word processing within their organization. Only the most frequently chosen responses for each question are reported here.

1. The region with the largest representation of Principals/Originators in this study was North-Central with 39 percent.

2. Twenty percent of the respondents represented organizations classified as Finance, Insurance, or Real Estate.

3. Correspondence was the word processing document production application most frequently used by Principals/Originators (86 percent).

4. Almost all (97 percent) of the respondents believed there were major benefits in word processing document production in their organizations.

5. The most frequently cited major benefits of word processing document production were greater productivity (76 percent) and a higher quality product (75 percent).

6. Fifty-six percent of the Principals/Originators indicated that there were shortcomings in the word processing document production system in their organizations.

7. The greatest shortcoming in document production identified by those Principals/Originators who indicated the existence of shortcomings was backlog of work (39 percent).

Table 205

ADDITIONAL ACTIVITIES FOR SECRETARIES TO PERFORM TO HELP PRINCIPALS/ORIGINATORS

(N = 113)

Suggested Activities	Ranked 1	Ranked 2	Ranked 3	Total*	Percent
Handle filing and records management	21	13	11	45	39.8
Prepare communications (letters, memos, requisitions, etc.)	20	13	10	43	38.1
Organize office routine, prioritize work flow, mail, etc.	8	8	7	23	20.4
Proofread	7	2	0	9	8.0
Photocopy	6	6	1	13	11.5
Assist with preparation of reports, etc.	6	3	0	9	8.0
Telephone (Screening, follow-up, etc.)	5	8	10	23	20.4
Research and data collection	5	8	2	15	13.3
Handling scheduling	5	2	4	11	9.7
Type rush and special work accurately	4	4	0	8	7.1
Set up meetings and follow-up	2	0	0	2	1.8
Keep and analyze accounting records	2	2	3	7	6.2
Run errands	2	2	1	5	4.4
Interact with data processing and other support areas	2	2	1	5	4.4
Other	7	11	11	29	25.7

*Number exceeds 113 because respondents were invited to provide more than one response.

Table 206

CAPABILITY OF PRESENT SECRETARIAL PERSONNEL TO PERFORM ADDITIONAL ACTIVITIES IN ORGANIZATIONS
(N = 286)

Response	Number	Percent
Yes	176	61.5
No	36	12.6
Do not know	25	8.7
No opinion	27	9.4
No response	22	7.8
Total	286	100.0

8. Seventy-six percent of the responding Principals/Originators were satisfied with the current level of other (primarily nontyping) secretarial support in their organizations.

9. Of those persons who were not satisfied with the current level of other secretarial support, 62 percent believed improvements could be made by employing more secretarial help for the work load involved.

10. Nearly 58 percent of the Principals/Originators indicated that the work they were presently doing could not be handled by a qualified secretary--it was work the Principals/Originators must do themselves. However, 40 percent said they were presently doing some work that a qualified secretary could do for them.

11. Of those respondents who admitted that they were doing work which could be done by a qualified secretary, 40 percent revealed that they would most like a qualified secretary to perform filing and/or records management tasks; 38 percent desired assistance in the area of preparing written communications.

12. Over three-fifths (62 percent) of the Principals/Originators said that their present secretarial personnel had sufficient background or training to perform the additional secretarial activities they might need to delegate.

13. Fifteen percent of the respondents suggested that additional training in grammar, spelling, proofreading, and editing would enable their secretarial staff to provide them with more effective support.

The data cited in this summary reflect only the most frequently selected responses for each of the questions answered by the surveyed Principals/Originators.

Table 207

TRAINING AREAS TO PROVIDE MORE EFFECTIVE SECRETARIAL SUPPORT AS INDICATED BY RESPONDING PRINCIPALS/ORIGINATORS
(N = 286)

Specific Suggestions	Ranked 1	Ranked 2	Ranked 3	Total*	Percent
Grammar, spelling, proofreading, editing	24	8	11	43	15.0
Specialized training in area of organization served	23	5	2	30	10.5
Interpersonal human relations skills	5	10	9	24	8.4
Training on office equipment--automated, etc.	20	2	1	23	8.0
Management coursework (Principles, etc.)	13	4	5	22	7.7
Communications (oral and written)	7	4	5	16	5.6
Data processing and information systems	8	5	1	14	4.9
Specialized vocabulary training	8	4	1	13	4.5
Office procedures	8	2	3	13	4.5
Communications (written only)	7	3	1	11	3.8
Telephone skills	5	3	1	9	3.1
Typewriting	8	0	0	8	2.8
More effective on-the-job orientation programs	7	1	0	8	2.8
Concepts of word processing (originators and secretaries)	6	0	0	6	2.1

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

Discussion

The responses of the Principals/Originators in this study represent the users of secretarial support for document preparation (such as in a Word Processing center, mini-station, etc.) and/or administrative support services for nontyping functions primarily. These respondents, often defined as middle managers or top managers, are usually not well acquainted with all of the intricacies of word processing, nor should they be. However, they are the office workers in a position to pass judgment on whether the secretarial support system is providing the services they need to process their work.

Word Processing Applications

A large majority (86 percent) of the Principals/Originators in this study said they used word processing document production for correspondence. This use reconfirms a statement made in Datapro Report (May, 1980) which indicated that the most prevalent application of word processing continues to be the typing of letters and memos. The Datapro Report also suggested that the use of word processing equipment for filling in information on preprinted forms is continuing to increase. This DPE study did not verify this because only 27 percent of the respondents checked this application. This percentage may indicate, however, a greater usage of preprinted forms than would have been found one or two years earlier.

Major Benefits and Shortcomings of Word Processing

An extremely large proportion (97 percent) of the Principals/Originators said they believed that there were major benefits in word processing document production in their organizations. This is an encouraging sign showing that perhaps some of the resistance and rigidity to the change in the office structure from a traditional boss-secretary relationship to word processing is easing when such an overwhelming percentage of the users of word processing will admit that major benefits exist. A Fortune magazine survey in 1976 revealed that middle managers tend to be less resistant to changes in office procedures and personnel relationships than do top managers; however, resistance at this level was still evident. As might be expected, and as the study showed, the managers who were not affected were much more willing for changes to take place in the office than were those more directly affected. It is doubtful that all of these Principals/Originators had previously had a "private" secretary "to give up," so this might account for a lesser degree of negativism.

Three-fourths of the Principals/Originators in this study indicated that greater productivity was the major benefit of word processing. An almost equal percentage indicated that high quality work was also a major benefit. Thus, it would appear that these respondents recognize that more work is being produced in their organizations with no decrease in quality and, indeed, even higher quality than was previously produced. These findings may be correlated with a part of the Fortune study in which managers were queried as to whether they thought the costs of the most modern office machines were more than offset by their greater productivity; three-fourths of this study sample agreed with that statement, indicating a recognition that greater productivity was possible.

A majority (56 percent) of the Principals/Originators indicated that shortcomings existed. When people are asked to identify shortcomings they can usually do so, yet 41 percent said no shortcomings were evident. Periodical literature often presents the notion that one of the greatest shortcomings of word processing is that managers dislike giving up the personal contact with their secretaries, which changing to word processing usually requires. The most often-mentioned shortcoming, however, concerned backlog of work. Though not cited as frequently as backlog of work, lack of personal contact with Operators was cited as a shortcoming by one-third of those who indicated that shortcomings existed. Note should be taken that two-thirds (66 percent) of the Principals/Originators had checked fast turnaround time as one of the major benefits of word processing. These two responses are not necessarily incompatible but possibly highlight the fact that the services provided by word processing in organizations differ considerably. Obviously, some are providing better service than others for a variety of reasons. This study made no attempt to examine this facet.

Level of Support From Other Secretarial Support

About one-fifth of the Principals/Originators indicated some dissatisfaction with the level of secretarial support (meaning nonword processing) being provided in their organizations, which is not a very great percentage. However, when these people were asked what might be done to improve the level of support, 62 percent suggested employing more secretarial help for the workload. It is interesting that these respondents may be demonstrating traditional patterns of thinking. They may think that the way to solve problems is to hire more people without first examining possibilities of more effective use of supervision, studying the systems, procedures, and work flow, or determining ways in which technology might increase the productivity in the office.

When asked if there was work which the Principals/Originators were doing now which could be done by a qualified secretary, 40 percent said yes. This may be an area often overlooked by office supervisors who fail to explore sufficiently tasks that should be shifted from a Principal/Originator to the secretarial staff. On the other hand, a complaint of secretaries often voiced is that many times Principals/ Originators do not give them all the work they are capable of doing. The most frequently listed activities that the Principals/Originators thought secretaries could perform to be of most assistance were filing, records management, and preparing letters, memos, and requisitions. Once again, as with the other groups of office employees surveyed in this study as well as in other studies, when asked what kinds of training would enable the secretarial staff to provide more effective support, the response was most often training in grammar skills.

Chapter 7 has presented the opinions of the surveyed Principals/ Originators as gathered from the Interview Forms. Chapter 8 will present the responses provided by Top/Middle-Management Decision Makers about selected questions concerning word processing.

CHAPTER 8

RESPONSES OF TOP/MIDDLE-MANAGEMENT DECISION MAKERS

Chapter 8 presents information obtained from the interviews with Top/Middle-Management Decision Makers (Appendix G). To obtain their ideas about the future of word processing, Top/Middle-Management Decision Makers were surveyed about anticipated changes in their organizations in the next five to ten years. Those responding represented 292 organizations with regional locations and organizations similar in nature to those in the other portions of the survey.

The questions asked of these decision makers were planned to elicit as much information as possible about the likely direction of developments in word processing relative to such areas as employment trends, equipment usage, organizational structure, interfacing of word and data processing, personnel selection and training, and career opportunities. The responses of the decision makers appear to provide some rather definite indications of what to expect.

Opinions About Word Processing

Regional Locations and Nature of Organizations

Table 208 shows the number and percentages of organizations classified by region. The North-Central region had the largest frequency distribution (41 percent). Next in order of frequency was the Southern region (20 percent), followed in order by the Eastern region (16 percent), Mountain Plains region (12 percent), and the Western region (10 percent).

Table 208

REGIONAL LOCATIONS OF RESPONDING ORGANIZATIONS
(N = 292)

Region	Number	Percent
Eastern	48	16.4
Southern	58	19.9
North-Central	121	41.4
Mountain Plains	36	12.3
Western	29	9.9
Total	292	100.0

419

The Finance, Insurance, or Real Estate industry was represented by 21 percent of the surveyed decision makers. Another 15 percent of the respondents were from Manufacturing organizations followed by 12 percent from Government. Table 209 presents these data.

Table 209

NATURE OF RESPONDING ORGANIZATIONS
(N = 292)

Organization	Number	Percent
Accounting	4	1.4
Education	30	10.3
Engineering	16	5.5
Finance, Insurance or Real Estate	60	20.5
Government	36	12.3
Legal	26	8.9
Manufacturing	45	15.4
Medical	7	2.4
Transportation, Communication, and Utilities	26	8.9
Wholesale/Retail Trade	10	3.4
Other	32	11.0
Total	292	100.0

Changes in Number of Word Processing Employees

A large majority (87 percent) of the respondents anticipated that the number of employees assigned to word processing in their organizations would increase in the next five to ten years. Significant increases (more than 20 percent) were expected by 40 percent of the decision makers. Opinion was somewhat divided among the others, for 23 percent believed that the number of employees would increase moderately (from 11 to 20 percent), and another 23 percent said the number of word processing employees would increase slightly (from 1 to 10 percent). Table 210 provides detailed information about the responses.

Table 210

CHANGES IN NUMBER OF WORD PROCESSING EMPLOYEES ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS
(N = 292)

Number of Employees	Number	Percent
Should decrease	6	2.1
Should stay about the same	31	10.6
Should increase slightly (1-10%)	68	23.3
Should increase moderately (11-20%)	68	23.3
Should increase significantly (more than 20%)	118	40.4
No response	1	.3
Total	292	100.0

Changes in Number of Principals/Originators Using Word Processing

A large majority (92 percent) indicated they expected the number of Principals/Originators using word processing services in their organizations to increase within the next five to ten years. A large number (41 percent) indicated that they expected a significant increase of more than 20 percent. A considerable number (33 percent) indicated they expected a moderate increase of 11 to 20 percent, while 19 percent of the decision makers indicated that they expected a slight increase of 1 to 10 percent. Table 211 presents the data concerning these expected changes.

Equipment Changes Anticipated

To prevent bias, the Top/Middle-Management Decision Makers were provided with an open-end question. This question dealt with the equipment purchases they would anticipate in their organizations in the next five to ten years. Roughly 340 different responses were provided by the 254 decision makers answering the question. The replies were quite scattered, however, undoubtedly reflecting the great variety of situations and differences in anticipated plans. Over 50 percent indicated that they anticipated acquiring more word processing equipment, as may be seen in the combined total of such responses as increasing or updating the amount of equipment or acquiring visual display, shared logic systems, or additional standalone equipment.

Table 211

CHANGES IN NUMBER OF PRINCIPAL/ORIGINATORS USING WORD PROCESSING SERVICES ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS

(N = 292)

Change in Number of Employees	Number	Percent
Should decrease	1	.3
Should stay about the same	21	7.2
Should increase slightly (1-10%)	54	18.5
Should increase moderately (11-20%)	95	32.5
Should increase significantly (more than 20%)	120	41.1
No response	1	.3
Total	292	100.0

Table 212 presents a summary of the write-in responses of the surveyed decision makers. Fifteen percent of the responses are categorized as "Other." These responses were very scattered, with no one response occurring more than ten times.

Changes in Organizational Structure for Processing Written and Oral Communications

The responses of the Top/Middle-Management Decision Makers clearly point to changes in the organizational structure for processing written and oral communications, since 66 percent wrote in some type of response indicating that they anticipated changes. Only 34 percent wrote in a response of "none." Although changes are anticipated, nearly 10 percent revealed this expectation without specifying the types of change. The specific responses were rather scattered, as may be seen in Table 213. The write-in responses were so widely scattered that, although 38 percent were categorized as "Other," none of these were sufficiently alike (ten or more responding) to be grouped into an item.

Business appears to recognize that change is coming in the organizational structure, but managers do not seem confident about which direction the changes will take.

42

Table 212

EQUIPMENT CHANGES ANTICIPATED IN THE NEXT FIVE TO TEN YEARS AS INDICATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS

(N = 254)

Purchase Anticipated	Number*	Percent
Increase or update the amount of word processing equipment	57	16.7
Acquire visual display or CRT input units	44	12.9
Yes (new equipment purchases anticipated)	37	10.9
Acquire shared logic system	30	8.8
Lease equipment, rather than buy	27	7.9
Acquire OCR	25	7.3
Acquire photocomposition or typesetting equipment	18	5.3
None	14	4.1
Go into some form of telecommunications and/or electronic mail	14	4.1
Expect to use some type of computer-based system	12	3.5
Acquire additional standalone equipment	11	3.2
Other	52	15.2

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

Table 213

CHANGES IN ORGANIZATIONAL STRUCTURE FOR PROCESSING WRITTEN AND ORAL COMMUNICATIONS ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS

(N = 247)

Changes in Organizational Structure	Number*	Percent
None	84	34.0
Yes (changes anticipated)	25	10.1
Administrative technological growth	14	5.7
Satellite centers	10	4.0
Centralized word processing centers	10	4.0
Expand use of dictating equipment	10	4.0
Other	94	38.1

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

Changes Relating to Merging of Word Processing and Data Processing

When the decision makers were asked about anticipated changes relating to the merging of word processing and data processing, 22 percent reported that they expected no change; 14 percent replied "possibly." However, 42 percent indicated that the merging of these two fields is anticipated, and 5 percent said "It is here today," or "We already have it." Of the 284 responses to this question, 8 percent wrote in that they did not expect a total merging but did expect the two areas, word processing and data processing, to work together. The anticipated changes are presented in Table 214.

Changes in Types of Oral and/or Written Communications

Although 20 percent of the decision makers wrote in that no change was anticipated, a number of others provided specific write-in responses concerning what they think will be happening in their organizations. About 12 percent of the respondents indicated that they anticipated a change in use of dictating equipment, and 5 percent indicated that they anticipated more dictation and less handwritten input. Twelve percent indicated that they expected more volume. Electronic mail was specifically mentioned by 5 percent as an expected change. A large number (43 percent) of the responses fell into the "Other" category because they

Table 214

CHANGES RELATING TO MERGING OF WORD PROCESSING AND DATA PROCESSING ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS
(N = 284)

Change Anticipated	Number*	Percent
Yes, merging anticipated	119	41.9
No	61	21.5
Possibly	40	14.1
Totally merge--no; work together--yes	23	8.1
Is here today	15	5.3
Other	26	9.2

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

were so scattered. Some of the major "Other" responses included comments on more centralized systems, use of OCR and phototypesetting, less paper consumption, and expansion of telephone facilities. However, none of these areas had as many as ten write-in responses. Table 215 classifies the responses of the decision makers.

Changes in Selection and Training of Word Processing Personnel

Although 24 percent of the Top/Middle-Management Decision Makers indicated that they expect no changes in the selection and training of word processing personnel, the other 76 percent or 219 decision makers provided specific comments in areas of anticipated change. The largest number of decision makers (16 percent) anticipated an expansion of formal in-house training programs. Concerning selection of word processing personnel, 10 percent of the respondents reported that higher quality trainees will be selected because of the increased sophistication of equipment; and another 10 percent indicated that they anticipate requiring more previous experience of those they select for jobs. See Table 216 for a summary of responses in this area.

Changes in Career Paths for Word Processing Employees

Although only 22 percent of the Top/Middle-Management Decision Makers indicated no anticipated changes in improved career opportunities for word processing employees, 78 percent wrote in responses and comments which supported improved career opportunities. More than 15 percent indicated that they anticipated implementing some type of a

Table 215

CHANGES IN TYPES OF ORAL AND/OR WRITTEN COMMUNICATIONS PROCESSED ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS

(N = 261)

Change Anticipated	Number*	Percent
None	50	19.2
Use of dictating equipment	32	12.3
More volume	30	11.5
Electronic mail for communications	13	5.0
More dictation, less written	12	4.6
Written and oral communication from the center to records storage on microfilm or microfiche	11	4.2
Other	113	43.2

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

career ladder plan, while an additional 4 percent indicated that they expected to have more levels of job classifications available. Ten percent wrote in that a change was anticipated but did not specify the type of change. An additional 10 percent wrote in a response which anticipated a change involving the implementation of career paths, while 7 percent specified that they expected greater opportunities for advancement. Four percent related the changes to salary, saying that because of the complex nature of equipment, jobs are being upgraded to higher pay scales. Another four percent specifically commented on the creation of new management/supervisory positions. Table 217 shows these data.

Additional Comments

The last item on the survey form was an open-end item simply inviting the decision makers to write in any additional comments they desired. A number of them mentioned need for improvement in English and language arts. They expressed need for better-trained individuals and suggested that more emphasis be given to grammar because of the importance of proofreading, punctuation, etc. Several respondents also commented specifically about the changes occurring in word and information processing. One said, "It is no longer possible to view word processing as a distinct typing skills-oriented career area. The automated keyboard is rapidly becoming employed as an information control work station whether dealing with input, storage, routing, output, or reproduction." Several respondents expressed encouragement at the fact that education, through this survey, has demonstrated a concern with the attitudes and needs of industry.

Table 216

CHANGES IN SELECTION AND TRAINING OF WORD PROCESSING PERSONNEL ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS
(N = 288)

Change Anticipated	Number*	Percent
No changes	69	24.0
Use of formal in-house training	45	15.6
Higher quality trainees being selected because of increased sophistication of equipment	30	10.4
Require more previous experience	30	10.4
Need good grammar and keyboarding skills	19	6.6
Increasing availability of people trained in educational system--universities, technical schools, etc.	14	4.9
Expansion of training programs to understand data processing and word processing	10	3.5
Other	71	24.7

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

Summary of Most Frequent Responses

The data in Chapter 8 represent the responses of the 292 Top/Middle-Management Decision Makers. Only the most frequently chosen responses for each question will be reviewed here.

1. The region with the largest percentage of respondents was the North-Central region, which represented 41 percent of the organizations.

2. Over one-fifth of the respondents represented the Finance, Insurance, or Real Estate industries (21 percent).

3. A large majority (87 percent) of the respondents expected that the number of employees assigned to word processing in their organizations will increase in the next five to ten years; significant increases (more than 20 percent) are expected by 40 percent of the respondents.

Table 217

CHANGES IN CAREER PATHS FOR WORD PROCESSING EMPLOYEE PERSONNEL ANTICIPATED BY TOP/MIDDLE-MANAGEMENT DECISION MAKERS
(N = 288)

Change Anticipated	Number*	Percent
No changes	62	21.5
A career ladder	44	15.3
Yes, change is anticipated	30	10.4
Career paths for word processing employees	29	10.1
Greater opportunities to advance	20	6.9
More levels of job classes	12	4.2
Because of the complex nature of equipment, the jobs are being upgraded to higher pay scale	11	3.8
Creation of new management/supervisory positions	11	3.8
Other	69	24.0

*Because this was an open-end question, the number of responses varied. Some respondents gave more than one reply; others gave none.

4. Ninety-two percent of the respondents indicated that they expect the number of principals/originators using word processing services in their organizations to increase within the next five to ten years; while 41 percent indicated that they expect a significant increase (more than 20 percent).

5. More than 50 percent of the respondents indicated that they anticipate acquiring more word processing equipment in the next five to ten years.

6. Sixty-six percent of the respondents said they anticipated changes in the organizational structure for processing written and oral communications.

7. Forty-two percent of the respondents indicated that they expected a merging of the fields of word processing and data processing; another 14 percent said "possibly;" 5 percent said the two fields were already merged in their organizations.

8. Eighty percent of the respondents indicated some change is expected in types of oral and/or written communication. Some of the suggested changes included: use of dictating equipment, greater volume, and electronic mail.

9. Seventy-six percent of the respondents expected changes in the selection and training of word processing personnel. Some of these changes included expanding formal in-house training programs, hiring of higher quality trainees, and requiring greater previous experience.

10. Changes in improved career opportunities for word processing employees were anticipated by 76 percent of the respondents. Some of the changes included implementing some type of career ladder plan, making more levels of job classifications, increasing opportunities for advancement, and upgrading of positions and salary.

11. The most frequent responses to an open-end question inviting additional comments were concerned with: the need for improvement in language arts, the need for better trained individuals, and for office workers to understand and be able to work with a total systems approach.

The data cited in this summary reflect only the most frequently selected responses for each of the questions answered by the surveyed Top/Middle-Management Decision Makers.

Discussion

Growth

There should be little doubt that the field of word processing is an expanding one. Responses of the Top/Middle-Management Decision Makers certainly reinforce this, with the large numbers of respondents indicating expected growth in both numbers of word processing employees and numbers of principals/originators using word processing services--87 percent and 92 percent, respectively. The reasons for this expected growth are varied. One respondent indicated that "future price reductions due to technology improvements will allow for more pervasive placement of equipment;" another remarked particularly that "the pending shortage of skilled office help will force all organizations to look at word processing as a means to get more benefit from the costs expended in the office."

Equipment Changes

Anticipation of equipment changes indicated that both future acquisitions and intended uses of word processing are more sophisticated and planned to meet a variety of office system needs. Responses concerning the anticipated changes varied considerably--some intended to provide for typing needs while others were far more extensive. One respondent indicated the intention of "using their word processing equipment for records processing in a highly specialized function requiring strong

Sort/Select/Search features coupled with adequate storage and retrieval capacity." Another expressed a "need for combining word processing with math packages so that a greater amount of statistical and report writing could be accomplished as well as a need for more software capable of easy programming for forms design." Still another indicated, "It is no longer possible to view word processing as a distinct typing skills-oriented career area. The automated keyboard is rapidly being used as an information control work station, where we are dealing with input (typing) storage (file management), routing (mail and message), output (printing, phototypeset, visual COM, etc.) or duplication and reproduction (laser copiers, offset masters, etc.)."

Organizational Structure

A large number of the respondents (66 percent) seemed to believe that some changes in organizational structure for processing written and oral communications are anticipated; but they were not in accord as to the anticipated changes. Some changes will be concerned with the placement of equipment in centers, while others expect expanded use of satellite centers. One respondent indicated that "equipment will be dispersed to where the work is and the work will be moved from step to step in its process and between work stations by electronic means." Another indicated that "more internal communicaton will go from one manager's terminal to another instead of taking the extra step to be processed through the center."

Merging of Word Processing and Data Processing

Decision makers did not agree concerning the changes related to the possible merging of word processing and data processing. Less than half (42 percent) indicated that they anticipated the merging; 22 percent indicated that they did not expect it, while 14 percent indicated "Possibly." The contrast in beliefs is apparent in the following replies. One respondent indicated that each will lose its historic identity as such. The processing functions involve the total handling and use of information regardless of its form or equipment used. Another did not see the merger happening because "DP deals in highly structured files and WP deals in flexible unstructured files; except for occasional information exchanges the two worlds need not be merged."

Types of Communication

Most respondents (81 percent) indicated that they anticipated changes in the types of oral and/or written communications processed. Some of the changes will be in quantity, as 12 percent indicated more volume; a considerable number indicated more use of dictation equipment (17 percent). Several respondents were concerned with the increased use of electronic mail, but there was not yet general agreement concerning the use of terminals by executives.

Selection and Training

The majority of the decision makers (76 percent) anticipated changes in the selection and training of word processing personnel. Some indicated that, as more trained personnel became available, they expect to tighten up on their hiring practices; others indicated that they expect to do more in-house training.

Both education and business face training problems.

> . . . training becomes increasingly difficult as we add more complex concepts . . . most organizations do not yet seem to be taking advantage of the equipment capabilities which are currently available. The most advanced word processing equipment currently on the market requires the same type of systems analysis and design that computerized systems do. Most word processing organizations currently do not have the trained personnel to do this effectively.

Career Paths

Future word processing employees can look forward to changes in the career paths available to them. Most of the responses indicated that change is anticipated (79 percent). Some of the respondents specified that the development of career paths is planned within their organizations; others indicated more levels of job classifications will be developed; while still others mentioned the development of supervisory/management positions and programming or systems analyst positions within word processing. The field of word processing certainly appears to be one of opportunity. New positions with higher levels of responsibility will be developed, but word processing employees must be willing to accept the responsibilities of such positions and train for them, or they will go to others.

General Outlook

Word processing is only the beginning of office automation. One decision maker summarized it well with this additional comment: "Word processing is disorganized and unstructured. I see systems people pulling these diverse factions together to form the nucleus for future office automation. Word processing is only the tip of the iceberg." Another indicated that "word processing is just part of a large revolution in office systems." Yes, the opportunities available through word processing are great. It remains to be seen whether word processing personnel will be ready to progress into them or whether personnel from other fields and with other backgrounds will move into them.

Chapter 8 has presented the responses received on the Interview Forms from the surveyed Top/Middle-Management Decision Makers. The views of selected persons considered to be especially knowledgeable about the field of word processing (representatives of word processing manufacturing vendors, word processing consultants, and editors involved with word processing publications) will be presented in Chapter 9.

Chapter 9

THE FUTURE OF WORD PROCESSING AND ITS EFFECT ON EDUCATION OF FUTURE EMPLOYEES

The researchers submitted a questionnaire to a group of thirteen well-known industry experts--consultants, editors, vendors--in order to obtain a clearer picture of likely trends and future developments in word processing and how these might affect education (Appendix H). These experts were selected because of their broad view of the word processing industry. Each expert provided written responses to six open-end questions. This chapter provides a summary of their remarks or applicable direct quotes. These remarks will assist the reader in gaining a better perspective of the most probable changes in the office. Some of the experts indicated a willingness to be identified by name; others were willing to be quoted but not identified.

Opinions About the Future of Word Processing

Changes in the Office

When asked about what changes they expect to see in the relationship between word processing and data processing as part of the total information system in the office, all the experts agreed that there will be greater information interaction. However, some indicated that the two areas will be indistinguishable and will merge into a single information processing discipline. Others suggested that, although there are similarities in technology, there will be continued organizational separation at least for some time.

Amy Wohl, President, Advanced Office Concepts, summarized the consensus well when she said,

> "I expect word processing (and all of office automation) to become part of an information processing system that also includes data processing. This does not imply that they will use common hardware, but it does imply common management at some higher level, particularly for planning and integration purposes."

Most of the experts agreed that software will receive considerable emphasis in the office systems market in the next five to ten years Although as one consultant said "There will be hardware changes--in particular, printers and displays will become less expensive." A vendor stated, "Both hardware and software will continue to receive major developmental attention by vendors." Separate prices for software and hardware will continue as a marketing and user strategy, and users will be hard pressed to keep abreast of available technology within their own organization. Everett L. Butler of Universal Training Systems Company indicated that, "The true emphasis will be on courseware (user education and training programs). We already have available more hardware capability than we know how to use. The challenge of the future and the appropriate emphasis must be on teaching a broad audience how to 'system think.'"

All of the respondents agreed that there will likely be more hyphenation packages and spelling dictionaries, as well as grammatical and punctuation packages available as software on word processing equipment. The grammatical and punctuation software, however, is more difficult to prepare and will not be available until later. Several experts indicated that software packages will result from the need for improvement in these and other areas.

Some of the industry experts' comments, however, are applicable to education. One vendor stated,

> "The built-in packages are there to speed productivity rather than to replace basic skills and knowledges. The packages will continue to address those areas in human factors that will assist the operator or support personnel in meeting the needs of the end user. Education must change as the office does. . . . Packages can assist the teacher."

Consultant Jan Duffy warns that, "Language is perverse, and I am not convinced that all rules as we know them can be adhered to by equipment." Everett Butler does not feel we can automate quality into communication documents. Further, he points out that, "Text-intensive documents are only part of the communication and information package. How do we use images, graphics, statistics, etc., to communicate better?"

Another vendor, however, provides a different perspective about the coming software when he stated, "Software in the future will solve many of the 'incompatibility' problems between vendors and will allow the users to bridge systems in a much more cost effective and practical manner than is now possible."

Changes in Employee Opportunities and Skill Requirements

When asked about what differences, as a result of recent developments in software, they see in the opportunities and skill requirements for office workers in the next five to ten years as compared with now, the replies were varied and may be described as both negative and positive in outlook. One of the experts indicated that, "The industry suffers today from the low-skill levels of many operators entering the field. This reflects more on the primary and secondary educational system than on the organizational make-up of users or systems design of vendors." Jan Duffy said, "Unfortunately, I believe language skills will deteriorate. However, systems logic, analysis, data base management (small scale), etc., will become of paramount importance. I could liken this to our use of logarithm tables in high school in comparison to today's high school student's use of a calculator!"

Walter A. Kleinschrod, writer and editor, says, "These skill-support packages will be sold on the basis of easing the need for highly skilled workers. All the same, I think the need for highly skilled workers will remain." One vendor says, "Qualified office workers will be a vital part of the organization in this decade. Their contributions will be recognized to a greater degree by management." Everett Butler believes,

> "We will always need people who can spell and punctuate. But more than that, we will need information management specialists--people who can help managers configurate a data base and design systems programs for extracting and manipulating information from the data base in such a way that decision issues are much more clear to all who are affected."

Amy Wohl said,

> "Office workers will need fewer lower-level skills for entry-level jobs. Tedious work on that level will become scarcer, eliminating some low-level jobs. Higher-level, judgmental jobs, requiring analysis, intelligence, and judgment (and, therefore, additional education) will become available. A shifting of function and support will occur."

Other responses provide ideas about some changes that may come about. For example, one of the experts suggested, "The availability of easy-to-use systems at comparatively low cost will enable the manager or professional to operate systems directly." Further, a comment that should be of particular interest to educators was,

> "All students are learning to use typewriters as easily as older people were taught handwriting. As time goes on, therefore, direct keying will become general; and the need for those with specific secretarial and typing skills will decrease substantially. This will provide an opportunity for skilled people to work as administrative assistants--that is, at a higher level of service than the present typist or secretary. It is a desirable upgrade in skill and an opportunity for increased compensation."

Mary Ruprecht, a consultant, goes one step farther (perhaps as a logical outcome of managers' and professionals' operating systems directly) to say, "Beyond the ten-year frame, I believe we will see more and more specialists accepting less quality in terms of communications; and we will in essence be speed talking through terminals, internally and externally."

Changes in Objectives and Goals of Word Processing

Word processing is changing typing and secretarial work to a broad function with considerable effect on the entire office. Educators should take careful note of the experts' responses concerning the changes they see in the objectives and functions of word processing from the office of 1980 to the 1985 office. The following replies summarize and provide an overview of what educators must consider carefully for inclusion in designing educational programs for office workers of the future:

> Emphasis will be increasingly placed on effectiveness rather than efficiency--automation rather than mechanization. More emphasis will be placed on the management/support team as opposed to the boss/secretary relationship. Much will depend on the economy, cost of hardware, development of software, etc. The aim is towards total information management while keeping in mind the quality of working life.
>
> The managerial objectives of word processing will broaden to include not only increased clerical and secretarial productivity but also executive and professional productivity gains. Whether this can be done is a separate question, but in the next five years we'll be trying.
>
> Word processing will cease to be a sub-system and become an integrated part of the total system. The term word processing will probably be used less and less and office systems will include more functions than were considered when word processing was created in 1965.
>
> . . . making the transition from a document production tool to a management tool.
>
> A change of emphasis will be toward the integration of word processing with data processing. Improvements in productivity will come from such integration and will have to be recognized as part of the office functions.
>
> As word processing matures, a more effective utilization of the concept in organizations will take place. People will become more comfortable with high technology equipment and its application within their environments, and organizations in general will more effectively utilize the technology available.
>
> The goals and objectives of word processing in the office in 1985 should be far less paper oriented; and word processing specialists should become more conversant with the data processing and systems terminology, equipment, and people.

Changes in Technology

Word processing has changed the office marketplace greatly in the last ten years. What will the changes be in the next ten years? The experts were asked, "What time frames do you see for technology, such as laser printing, voice recognition, and teleconferencing?"

The experts acknowledged that much of this technology is either already available or will be in three to five years. However, it should be noted that several experts made specific statements to the effect that change in the future is likely to be based less on the availability of technology than on the people, their willingness to change, and their ability to absorb the technology in an efficient and productive way. Although technically possible, some things are not commercially feasible until the office employees are ready. Until the public is ready and does accept word processing technology on a large scale, the benefits of technology will not be noticeable in the office functions for which education prepares workers. In the meantime, however, business education has a major role to play in assisting people to accept and be ready for change.

Summary of Responses

The information in this chapter represents the opinions of well-known word processing industry experts to six open-end questions about the future of word processing and its effect on future employees. Responses are summarized here.

1. All respondents agreed that there will be greater information interaction between word processing and data processing. The respondents were evenly divided, however, in their beliefs concerning the extent or nature of the relationship. Some indicated that the two areas will be indistinguishable and merge into information processing. Others indicated that, although there are similarities in technology, they anticipate continued organizational separation at least for some time.

2. The experts expect the development of more sophisticated word processing hardware and software to continue. Vendors will continue to price and sell the software separately from hardware as a marketing strategy. A major problem for business will be to make use of all the capability available on the equipment.

3. All experts agreed that there are likely to be more hyphenation packages, spelling dictionaries, and grammar and punctuation packages available as software on word processing equipment. Some indicated this software will be developed as a result of the need for better practices in these areas; however, another purpose is to speed productivity. Software will also be developed to solve incompatibility problems between hardware systems.

4. The experts commented on the low skill level of many operators entering the word processing field today, but they seem to believe that higher level skills will be required. Not only will word processing operators need to be able to spell and punctuate, they will also need to be able to use the equipment effectively and to perform as information management specialists. Managers and professionals will operate easy-to-use systems directly and also will need administrative assistants to provide a higher level of service than the present typist or secretary is providing in most cases.

5. The experts agree that the 1980 objectives and goals of word processing will be revised in 1985. Some likely changes include: Emphasis will be increasingly placed on effectiveness rather than efficiency. Executive and professional productivity gains will be sought as well as increased clerical and secretarial productivity. Word processing will make a transition from a document production tool to a management tool, and people will become more comfortable with the use of high technology equipment. Word processing and data processing will become more integrated.

6. Much more sophisticated technology is either already available or is expected to be readily available in a few years. However, the future will be determined less by the availability of new technology than by people, their willingness to change, and their ability to understand and use the technology in an efficient and productive way.

Discussion

Attempts to predict the future are difficult because such diverse variables as economic conditions and even international affairs affect people's attitudes, technological development, manufacturing processes, and their acceptance of change. However, experts in the forefront of the word processing industry are in a position to gain a broad perspective; and the responses they have provided are helpful. Their opinions when viewed with those reflected in current periodical literature probably provide the best possible basis available for forecasting the future.

Word Processing/Data Processing

No one can forecast the exact relationship between word processing and data processing in offices with a total information system. In fact, this relationship is almost certain to vary from one office to another or from one firm to another. One thing is certain, however; the two will be more closely related in the future. The experts taking part in the Delta Pi Epsilon study all agreed that there will be greater information interaction.

Many other experts concur with the future interaction of information. The May/June 1980 issue of Corporate Systems includes an article, "Word Processing: Predicting the Future," which quotes many major officials of vendor companies. The theme is evident--the integration of office technologies into a multifunctional workstation will accelerate considerably in the next few years. William E. DeGenaro, Strategic Planning Manager of 3M's Business Products Group, declares, "By 1985 there will be little or no distinction between DP and WP. The merging of the two capabilities that began in the seventies will become commonplace in the eighties." (Tunison, 1980:9)

Word Processing Growth

The accelerated growth of the word processing industry has resulted from a number of factors. The driving force of technology, both in hardware and software, has been enormously impressive, and the experts participating in this study indicated they expect this accelerated pace in the development of both hardware and software to continue. More than just these changes have occurred. Dr. Gordon Baty, Division Manager, Burroughs OCR Systems, states in a Corporate Systems article,

> "The most significant changes have occurred on the human side of the equation. Word processing is beginning to be viewed as a tool--not as a panacea to all office problems . . . . Training, organization, career paths and incentives are being recognized more often as the real keys to a successful WP environment . . . . Managers are increasingly coming to understand that more hardware at lower prices is not the whole answer. Only to the extent that we can invent ways to train, motivate, and retain our pool of skilled operators can the exponential growth of the WP industry be sustained." (Tunison 1980:8)

Recent estimates by the International Data Corporation, in the September 22, 1980, Fortune Supplement, ("Productivity . . .":48), indicate that by 1985 the installed base of WP keyboards will expand fivefold to 2.3 million, and another 2.5 million low-end electronic typewriters will be installed. If this type of growth is to be achieved, tremendous pressures will be placed on educators to train operators and users not only to accept change but also to grow and develop in order to expedite change.

Richard Eichhorn, Vice President of Corporate Development, CPT Corporation, feels that the need for trained people will present business with a problem. "Our industry is likely to grow by 35 percent a year," he noted, "but the limiting factor will be the lack of qualified people--on both the user and vendor sides--to implement these advanced office systems . . . . Users will have to develop a new breed of administrative manager who will not only know hardware and interfacing procedures, but who will also understand the psychological, motivational, and physiological aspects involved in implementing advanced word processing systems." (Tunison, 1980:11).

Robert A. Shiff in the July, 1980, issue of *Impact* suggests that

> "First of all, we should drop the term 'operator.' Advanced office equipment is too sophisticated to be left to a so-called operator. The good ones are 'designers'--they no longer merely operate the equipment; they assist in developing programs and formats to exploit equipment features through new or revised applications. They start doing more systems analysis than operation. They recognize the need and importance of 'what if?' If these people have no concept of what the total system is, or how the information is going to be used, they have no opportunity to raise questions or use their own abilities. The result is often that sophisticated technology is being applied to routine operations where less expensive equipment could do the same thing better, faster, and cheaper." (Shiff, 1980:4)

Employee Requirements

Another aspect of the information processing requirements of the future is related to secretaries. The requirements are shifting because of the current shortage of trained personnel as well as their impact upon improving managerial productivity. This will be discussed in a later section of this chapter.

Several problems are associated with attempts to attract office workers with needed higher skills. A shortage is developing in white-collar workers, especially those with proper training. The number of people (in the 18 to 24 age bracket) available for entry-level jobs will drop by 20 percent within the 1980s. Many young people are also being attracted into other fields, and the enrollments in office education are not expanding to meet impending labor needs. At the same time, the average scores on SAT tests show achievement level has dropped (Dykeman, 1980:8).

Role of Education

The characteristics of word processing indicate that the educational segment of our economy must come to grips with the needs of business and tomorrow's office workers. More software such as hyphenation packages and spelling dictionaries will be developed to assist operators, but the schools must do more to develop the basic skills of students as well as to provide a background of understanding about information, total systems, and better ways of achieving goals. Rather than consider commercial software as threatening, educators should welcome technology. Several recent articles in both *Business Week* and the *Fortune* supplement have discussed the advent of videodiscs as important new tools for the improvement of training. Educators should give consideration to the implications of this technological innovation as an ally in the educational process.

Productivity

Some experts say that because our nation is heavily involved with an economy based on information and service, productivity has declined. Today's management is investing substantially in "office environments and technology" that will enable the managers as well as support personnel to function at optimum creative capacity. White-collar productivity seems to be everyone's concern. "If corporate management does not learn to deal with these technological changes, they will miss the golden growth opportunities of the 1980s and seriously jeopardize the solvency of their respective companies," declared James J. Crenner, Chairman, Dun & Bradstreet. (Crenner, 1980:15).

Most current business publications contain at least one article which discusses the productivity problem. During the last ten years, the rate of increase in productivity with the private sector has fallen dramatically to 1.8 percent per year. The rate had been 3.2 percent per year for the twenty-year period following World War II. In addition, figures released for 1979 show that for the first time since 1974, productivity declined for a full year--down .9 percent from 1978. It is likely that higher productivity is going to be an urgent priority in the decade ahead.

Emphasis on increased clerical productivity characterized the early days of word processing and other office systems. A new analysis of productivity is evident throughout the office systems industry and in a variety of materials in current office systems periodicals. Robert Mariana, Vice President of Sony Office Products, states, "In 1985, the diverse applications of word processing capabilities will also be available to managers and executives, allowing them to perform their work more efficiently. Ultimately, the productivity payoff will be much greater." (Tunison, 1980:11)

As Ray L. Ash, Chairman of AM International, says, "The real payout of enhanced productivity in the office lies in the improved ability of management to make more timely and better decisions. The clerical function after all just serves to support the decision-making process." (Fortune Supplement, 1980:46). As early as 1985, office automation is estimated to save an average of 15 percent of a manager's time. "In terms of dollars," notes Booz, Allen & Hamilton's Senior Vice-President, Harvey Poppel, "the annual opportunity value of this time savings is equivalent to 15 percent or more operating income before taxes for the average large company. By 1990, the time saved by workers could amount to $300 billion." (Fortune Supplement, 1980:46). This view is also supported by Charles Cumpston in a January, 1980, editorial in Word Processing Systems where he discusses equipment of the future and states ". . . more complex machines have allowed easier interface with operators. This trend will continue, and the next ten years should see people at all levels of the organization starting out using keyboards and displays the way they use telephones today--as sources for many different kinds of information needs." (Cumpston, 1980:60)

Several related developments will enhance the opportunities for increased managerial productivity and better decision making. Melody Johnson, then senior consultant at Quantum Science Corp., a market and information research consulting firm, suggested, "There is evolving a higher level of secretarial role . . . a managerial secretary. This person can be trained to take over the type of functions that a manager can delegate out." ("What Does the Coming Decade Hold for WP?" :15) These secretaries will be of a paraprofessional nature, truly assisting the manager. To function at the managerial level, they will need a broad educational background.

Amy Wohl points out that another development offering fertile new ground for improvement of productivity is the management work station. She says,

> "This is an area that has the potential to be even more important than word processing in changing the way that people work in offices--and allowing them to perform their business functions more effectively. Also, by doing the repetitive and mechanical parts of employees' jobs, the employee is left with the most meaningful, most interesting part of the job . . . When the automated office really comes (and it is sure to do just that), it has the potential to change our entire way of doing business." (Wohl, 1980:176)

General Outlook

Alvin Toffler, in his recent book Third Wave, suggests that all the old hierarchies and structures of the office are soon to be reshuffled. In his words, "The combination of rising costs and stagnating productivity on the one hand and computer advances on the other make an irresistible combination. The result is likely to be nothing less than a 'wordquake' . . . . The coming wordquake means more than just new machines. It promises to restructure all the human relationships and roles in the office as well." (1980:204) He further suggests that the enhanced communications capabilities now becoming available will lead to increased numbers of office workers who will perform their work at home--in the electronic cottage (1980:207).

Change has already been introduced into the office at a rapid rate. The panel of experts and those quoted in the current periodical literature have painted a picture of significant, even unbelievable, changes yet to come in the office. Word processing, which began as a secretarial tool, is serving as a springboard and is an inherent part of the changing office.

Educators must recognize the role of word processing today and in the continuing evolution in the office. Most importantly of all, educators must take the responsibility to teach their students about word processing and its role in the changing office.

Chapter 10 will present a summary, conclusions, and recommendations of this study.

Chapter 10

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Business organizations are experiencing a phenomenal increase in the amount of paperwork necessary for conducting their operations. In an effort to handle the paperwork explosion, a concept called "word processing" has been developing. This concept provides one office system approach that may alleviate the tremendous paper bombardment. The problem of this study was to determine current practices in word processing installations which are located in selected organizations throughout the United States. A related problem was to ascertain anticipated future developments in word processing as well as to provide recommendations for those educational institutions that prepare workers for the business office.

Six interview instruments were constructed to solicit word processing information from different practitioner groups employed by organizations which had implemented word processing. The groups interviewed were word processing supervisors/managers, word processing operators/correspondence secretaries, administrative support supervisors/managers, administrative support secretaries, principals/originators, and top/middle management decision makers. An additional interview form was devised to elicit information from a group of knowledgeable word processing consultants, vendors, and editors.

The questions on the survey instruments were based on a review of professional literature and validated by a group of 25 members of the International Word Processing Association who worked for organizations with word processing installations. Each of the survey instruments was designed to elicit pertinent data that members of the various groups could be expected to supply most accurately and adequately, based upon the usual job responsibilities and the authority of their positions. Table 218 shows the kinds of topical data collected from each of the groups.

These interview instruments with accompanying interview guidelines were distributed to the Delta Pi Epsilon chapters that had agreed to provide members willing to visit selected firms in their geographic area. Over 90 percent of the Delta Pi Epsilon chapters made this commitment. A listing of the firms to be visited was also furnished to each chapter. This listing was compiled from a sample drawn from the membership list of the International Word Processing Association and represented business organizations which had agreed to participate in this study.

An analysis of respondents indicated that, while most of the nation was well represented, there were geographical areas that appeared to be under-represented. Several additional regional professional word processing associations were contacted to solicit their help in building a more representative sample of the population. In addition, other organizations with word processing centers were interviewed, although they were not part of the random sampling process. Chi-square tests indicated no significant differences between the responses of the randomly selected group and the additional groups when responses were compared on the basis of geographical region, nature of organization, and number of office employees. The interviews were conducted between April and August, 1979. A total of 341 organizations were surveyed with 336 usable responses.

Table 218

SUMMARY OF KINDS OF DATA COLLECTED
FROM EACH OF THE SEVEN INTERVIEW INSTRUMENTS

General Topic	WP Supr/Mgr	WP Oper/CS	AS Supv/Mgr	AS Secy	Principal/ Originator	Top/Middle-Management Decision Maker	Industry Experts
Name of Organization	x	x	x	x	x	x	
Regional Location	x	x	x	x	x	x	
Nature of Organization	x	x	x	x	x	x	
Number of Office Employees	x	x	x	x			
Sex of Respondent	x	x	x	x			
Age of Respondent	x	x	x	x			
Previous Office Experience	x	x	x	x			
Job Title	x	x	x	x			
Length of Time in Position	x	x	x	x			
Educational Background	x	x	x	x			
Organizational Pattern	x		x				
Organizational Structure	x		x				
Organizational Framework	x		x				
General Areas of WP/AS Responsibility	x		x				
Back-Up Responsibilities	x		x				
Number of Principals Using WP/AS Services	x		x	x			
Types of Secretaries Employed	x						
Number of WP/AS Employees by Level and Sex	x		x				
Relationship to Principals	x		x				
Kinds of Typing Jobs Processed	x						
Kinds of Input	x						
Number of Employees Supervised	x		x				
General Job Responsibilities and Duties	x	x	x	x			

Table 218 (Continued)

General Topic	WP Supr/Mgr	WP Oper/CS	AS Supr/Mgr	AS Secy	Principal/ Originator	Top/Middle-Management Decision Maker	Industry Experts
Time Spent on Responsibilities	x	x	x	x			
Operation of WP Equipment	x						
Training for Position	x		x	x			
On-Going Training Needs	x		x	x			
Career Path	x	x	x	x			
Job Titles of Workers	x		x				
Initial Training of Workers	x	x	x	x			
In-Service Training of Workers	x	x	x	x			
On-Going Training of Workers		x					
Employment Testing	x		x				
Employee Recruitment	x		x				
Work Measurement	x		x				
Editing and Proofreading Policy	x						
Needed Training on Equipment	x						
Length of Learning Curve	x						
Major Weaknesses of Workers	x	x	x	x			
Selection of Equipment	x						
Additional Training Suggestions	x		x		x		
Likes and Dislikes of Employment		x		x			
Competencies Needed by Entry-Level Workers		x		x			
Applications of WP					x		
Benefits of WP					x		
Shortcomings of WP					x		
Adequacy of Current Secretarial Support					x		
Anticipated Changes in WP						x	
Changes in WP/DP Relationship							x
Future Office Systems Emphasis							x
Kinds of Software in Future							x
Skills Needed in Future							x
Changing WP Objectives							x
Technological Time Frame							x

Conclusions

Several conclusions can be drawn from the findings of this study:

1. Employment opportunities for word processing personnel will continue to grow in the next five to ten years.

2. Principals/originators overwhelmingly endorse the benefits of word processing in their organizations because of greater productivity and a high-quality product. Most of the principals/originators are also satisfied with the level of administrative support currently provided.

3. Word Processing Operators/Correspondence Secretaries are expected to provide "back-up" administrative support in organizations when needed.

4. The following job responsibilities and duties are performed most often (70 percent or more of the time) by Word Processing Operators/Correspondence Secretaries: typing letters, memos, and reports ten or fewer pages in length; typing original one-time correspondence; typing from handwritten input; typing documents requiring light revisions; proofreading typed documents; organizing and maintaining a filing system for stored or recorded data; logging work in and out; taking general care of office equipment; operating dictation equipment; using the dictionary and word processing manuals; and following the directions of supervisors. Considerably more of the working time of Word Processing Operators/Correspondence Secretaries is spent on activities associated with typing and transcription than on tasks involving other functional office areas.

5. The following job responsibilities and duties are performed most often by Administrative Support Secretaries: composing written communications from oral directions; answering routine correspondence without directions; composing from employer's longhand notes; typing tables, speeches, reports, and news releases; answering the telephone; organizing flow of incoming mail; meeting callers; making appointments for employer; scheduling conferences and meetings; maintaining general and desk reference files; making recommendations concerning office systems, procedures, and supplies; and using a copy machine. More of the working time of Administrative Support Secretaries is spent in the area of written communications than in other areas.

6. Neither public nor private schools are important sources for obtaining Word Processing Operators/Correspondence Secretaries and for word processing equipment training. Training on magnetic media is conducted primarily by vendors or provided by the employing organization on the job. However, public and private high schools are the predominant source for the initial, basic office training of Administrative Support Secretaries. Little initial training for these employees is received at the postsecondary level.

7. The following appear to be the major competencies required by entry-level Word Processing Operators/Correspondence Secretaries and

Administrative Support Secretaries: typing with accuracy from typed copy, from handwritten copy, and from rough draft within a satisfactory length of time; correctly applying grammatical and transcription rules in typing letters, memos, and other kinds of typing of varying lengths; following directions; and listening. Additional major competencies required by Administrative Support Secretaries are the ability to use a filing system, the ability to answer incoming telephone calls, and meeting and greeting people.

8. Schools should be primarily responsible for teaching the following major competencies needed by entry-level Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries: grammar and transcription skills (spelling, punctuation, capitalization, sentence structure, vocabulary, proofreading); typing with speed and accuracy; listening and following directions; operating dictation equipment; operating adding machines; reading and interpreting documents; using reference manuals; using a filing system; scheduling and screening appointments; organizing and maintaining a retention filing system; answering telephone calls; and arranging reservations.

9. The most important employment factors in hiring Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries are the type of previous work experience and the impression made by the applicant in the application process. Grades in school (both overall and English/office education) are not considered to be an important employment factor in hiring for these positions. Public and private educational institutions are not a major recruiting source for Word Processing Operators/Correspondence Secretaries or Administrative Support Secretaries. Direct application ("walk-in") or transfers within the organization are sources most frequently used.

10. Organizations administer employment tests to potential secretarial employees. A straight-copy timed typewriting test is the employment test most often administered to potential Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries. Language arts tests are more frequently given to Word Processing Operators/Correspondence Secretaries than to Administrative Support Secretaries.

11. Newly employed Word Processing Operators/Correspondence Secretaries receive more in-service training than do newly employed Administrative Support Secretaries. This training usually involves learning to operate magnetic word processing equipment.

12. Training on an electric typewriter continues to be an important element in the preparation of Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries; however, training on magnetic word processing equipment is suggested in the programs of future Word Processing Operators/Correspondence Secretaries. Three or more months of training on magnetic word processing equipment is the average length of the learning curve for a newly employed Word Processing Operator/Correspondence Secretary who can accurately type 40 to 50 words a minute.

13. Administrative Support Secretaries may be required to possess shorthand skills in specific organizations; however, the general trend appears to indicate a reduced need for such skill in organizations which have implemented word processing installations.

14. The greatest job-related shortcoming of Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries is clearly a fundamental weakness in the use of English.

15. The job responsibilities of the Word Processing Supervisors/Managers and the Administrative Support Supervisors/Managers can be categorized under the usual functions of a manager: planning, organizing, controlling, and directing and coordinating. Both Word Processing and Administrative Support Supervisors/Managers spend more of their working time in directing and coordinating activities than on any other single management function.

16. Word Processing Supervisors/Managers operate word processing equipment in addition to performing their supervisory responsibilities. Word Processing Supervisors/Managers are also actively involved in making recommendations to upper management concerning the acquisition of word processing equipment within the organization. Administrative Support Supervisors/Managers also perform secretarial tasks for one or more principals part of the time in addition to performing their own supervisory responsibilities.

17. The span of control and supervision for both Word Processing and Administrative Support Supervisors/Managers is usually fewer than ten employees.

18. Word Processing Supervisors/Managers and Administrative Support Supervisors/Managers recognize a need for continuous training for themselves; and they suggest that their greatest need concerns methods and techniques of supervising people. Supervisory management training for word processing personnel, when provided, is usually informal and consists of workshops and seminars, training conducted by vendors, or that provided within in-house management training program(s).

19. The most predominant organizational pattern for word processing continues to be centralized; the most prevailing organizational pattern for administrative support is decentralized.

20. Word processing centers follow the plan of providing services to any principal(s) requiring word processing services (generally following a "first-come, first-served" policy), while administrative support is more likely to be organized to serve selected principals on an assigned basis (permanent or semi-permanent).

21. A word processing-related position is not the first office job for Word Processing or Administrative Support Supervisors/Managers nor for Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries. Most of these employees have had previous

office experience in a secretarial/clerical position; the Word Processing and Administrative Support Supervisors/Managers have had considerably more supervisory experience than have the Word Processing Operators/Correspondence Secretaries or the Administrative Support Secretaries.

22. A limited number of career paths exist for Word Processing Operators/Correspondence Secretaries and Administrative Support Secretaries. Evidence indicates that more opportunities for career advancement, though still quite restricted, are available to Word Processing Operators/Correspondence Secretaries than to Administrative Support Secretaries. Limited career paths also exist for Word Processing Supervisors/Managers and Administrative Support Supervisors/Managers, but there appears to be greater opportunity for a "built-in" career progression for Word Processing Supervisors/Managers than for Administrative Support Supervisors/Managers.

23. Work measurement systems are used in word processing installations, but are seldom used in the administrative support area.

24. More software training programs will be available for word processing equipment; many of these programs will be related to the development of grammar and transcription skills.

25. Direct keying on electronic equipment will become a necessary skill for all office personnel at all levels in the organization--not just the secretarial staff.

26. Predictions are that the responsibilities of secretaries in the future will probably be expanded and/or changed. One expected change is the development of information management specialists.

27. The findings in this study suggest that there will be greater interaction between word and data processing within the next five to ten years.

28. Opinions of experts participating in this study imply that by 1985 a stronger emphasis will be placed on the concept of effectiveness rather than efficiency. Executive and professional productivity gains will be sought along with increased secretarial and clerical productivity. Office personnel generally will feel more comfortable in using technology to increase their job effectiveness.

Recommendations

The information obtained from this study, perusal of the literature, comparison of related research, and analysis of data suggest the following recommendations:

1. Business education departments should emphasize the following in their curricula in order to prepare students better for entry-level jobs in word processing: typewriting with accuracy (at least 50 wpm),

using transcription equipment, using English correctly, listening and following directions, utilizing manuals, setting priorities, and working as part of a team.

2. Business education departments should emphasize the following in typewriting courses: formatting and document requirements; longer typing jobs with the use of a team approach on some of these jobs; simple and complex statistical typewriting; proofreading of typewritten work, letters, memos, and reports and typewriting from handwritten input of varying styles.

3. Because many of the organizations are using some form of work measurement, students should be exposed to various work measurement practices and types of employee evaluations used in business.

4. Because word processing is expected to continue to grow rapidly, business departments should have as their goal the incorporation of vocabulary, organization, and competencies necessary for office workers to be successful in entry-level word processing positions--either as word processing operators or as administrative support secretaries. Since entry-level tests are similar for both positions, schools can achieve their goals through a balanced secretarial program with secretarial procedures, magnetic keyboarding, machine transcription, and shorthand. Shorthand may be particularly helpful for beginning employees in administrative support secretarial positions.

5. Business departments need to stress English skills to a much greater extent. At the same time, however, these fundamental weaknesses should be brought to the attention of the English departments and central administrators in order to determine what can be done in English courses and other courses to help more students develop greater facility in English usage.

6. Programs preparing persons for office positions should include a strong focus on the relationship between data processing and word processing. At a minimum level, this should include an overview of the two types of information systems, their similarities, their differences, and how they may interface operationally in the modern office.

7. Office workers, especially word processing employees, should be provided a strong background in data processing because of the increased interaction between word processing and data processing.

8. Many of the needed competencies should be learned on the job or on the job *and* in school. Therefore, educational institutions involved in the preparation of office workers should work cooperatively with organizations hiring word processing employees to see whether the schools' programs can be integrated with the needs of word processing installations in the area. This involves determining the job requirements, adapting the curriculum, and helping place students in jobs. Serious efforts should be made by both groups to develop internship programs and cooperative educational programs.

9. Educational institutions preparing office workers should maintain close contact with word processing installations to determine changes taking place in career paths for word processing employees. While half of the organizations in this study do not have career paths at this time, the other half either have such paths or are working to establish them and many of the decisionmakers indicated they expect changes in career paths in their organizations. Since turnover is a problem in word processing installations as it is in office jobs in general, the career paths are likely to become more prevalent and definite, providing greater incentives for word processing employees.

10. Post secondary educational institutions should provide training in supervision for office workers. In addition, they should offer assistance to organizations with their in-house training programs for word processing operators, administrative support secretaries, and supervisory personnel.

The responsibility to provide students with a marketable skill is great. It is important that business teachers recognize that word processing is an employment area in demand and develop instructional programs which will prepare students to become skilled office workers.

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APPENDICES

APPENDIX A

GENERAL GUIDELINES FOR INTERVIEWERS

DELTA PI EPSILON WORD PROCESSING STUDY

General Guidelines for Interviewers

Introduction

First, the members of the Steering Committee for the Word Processing Research Study want you to know how very much your interest, cooperation, and assistance with the project are appreciated! This project is a tremendous one with few financial resources available, but its inherent value as the first fraternity-wide cooperative effort in research designed to provide needed information to business educators at every level surpasses the significance of the findings.

Knowing that each of you has undertaken this task with dedication to the purposes of the fraternity, but realizing also that no two of us may have the same understanding of the concept of word processing and the many ways that concept is being implemented in business organizations today, the committee believes it might be helpful to "define a few terms" and suggest some explicit ways to proceed in collecting data. Consequently, the purpose of this introduction is to provide a basis from which each of you will work, so that the data procured will be as nearly valid and reliable as possible.

Definitions

Word Processing - a way to transform ideas into written communications quickly and accurately through the use of automated equipment operated by skilled people using revised office procedures.

Word Processing (Correspondence) Secretary - a secretary in a work center, mini-cluster, or large central center who performs production-oriented tasks. Tasks performed are usually recurring, encompass minimal and explicit instructions, require some reworking of documents, output quality matches the principal's instructions, and turnaround time is rapid.

Word Processing (Administrative Support) Secretary - performs generally all other support functions for more than one principal, including scheduling appointments, making travel arrangements, filing, receptionist duties, sometimes doing preliminary research, originating routine correspondence, etc. The AS Secretary may also handle non-recurring, custom tasks which require considering alternatives, making decisions based on ambiguous instructions, and a more responsive turnaround time.

Decision Maker - High-level management person who makes decisions affecting the use of word processing concept having to do with equipment usage, systems approach to communications, and effective use of qualified personnel. In companies where these decision-making functions are separated, attempt to interview that person who is at the coordinating decision level above these separated functions.

How to Proceed

1. All data should be collected between April 15 and July 15, 1979.

2. The initial contact by the interviewer should encourage a positive response to the desire to interview several key persons in various positions. The initial contact should, if possible, be made by telephone. The contact person with the business organization is expected to specify the key personnel within the organization with which interviews need to be held. When you call the contact person, arrange definite appointments for interviews with these key persons based upon the estimated time necessary for each interview. The projected time needed for each interview is:

Key Persons To Be Interviewed	Approximate Time Needed For Interview
Decision-maker	15 minutes
Principal/Originator	15 minutes
Word Processing Supervisor/Manager	45 minutes
Word Processing Operator/Correspondence Secretary	35 minutes
Administrative Support Supervisor/Manager	45 minutes
Administrative Support Secretary	35 minutes

   Occasionally, it may be necessary to schedule appointments with these people on different days. In some cases, a team of two Delta Pi Epsilon members may wish to work together in interviewing these people. This approach is acceptable.

   You may find that some organizations have not implemented the administrative support concept and continue to employ "traditional" secretaries. In this case, the questionnaires provided for the Administrative Support Supervisor/Manager and Administrative Support Secretary would not be completed. However, across the front of these questionnaires write "NOT APPLICABLE" and return along with the completed questionnaires.

3. Interviews should be conducted as soon as possible after the training session.

4. The questionnaire should be completed in pencil, in the presence of the interviewer, and should be returned to the interviewer. (We suggest that the interviewer make a copy of each questionnaire for themselves so that they can follow along as the person fills out the form.)

5. Do not offer to show the contact person completed questionnaires; if specifically requested, the contact person may be given a copy of the completed questionnaires, however, we would prefer not to provide this service.

6. Understand that all business organizations are not alike, and our purpose is to gain information from all. Although the total number employees may range from very few to very many (involved in word processing), the utilization of the concept in many different types of organizations will be meaningful for business teachers who are trying to prepare students for the "office of the future."

7. It is possible that the person who completes the Correspondence Secretary Supervisor/Manager may be the same person who completes the Administrative Secretary Supervisor/Manager. Do not be concerned about this if it occurs in the organization you are assigned to interview.

8. Ask the interviewee to complete the form in pencil. Before arriving for the interview, the boxed data, 1, and 2, and probably 3 should be filled in by the interviewer.

9. After completion of the questionnaire, the interviewer should check to see that all blanks have been filled in, especially those referring to percentage of times and ranking questions. (Suggest interviewees check first the spaces for time then go back and determine percentage of time.)

10. Feel free to write in the margins as needed.

How To Return Questionnaires

1. After the questionnaires for each organization visited have been completed, please mail (unfolded) the six questionnaires to:

   Dr. Jolene D. Scriven
   Business Education & Administrative
   Services Department
   Wirtz 323
   Northern Illinois University
   DeKalb, IL 60115

2. We are recommending that postage costs for returning the questionnaires be covered by the local Delta Pi Epsilon chapter.

3. Please return the questionnaires as quickly as possible after the interviews are held. Since all data is to be collected between April 15 and July 15, all questionnaires should be received by July 20.

Suggested "Thank You" Letter To Be Sent To Each Person Interviewed:

. . . .
. . . .
. . . .

Dear

Thank you so much for assisting with the national word processing research project by allowing me to visit you and by completing the . . . . questionnaire.

Your comments and the information you provided will be a valuable contribution to our efforts to determine the breadth of implementaiton of the word processing concept in business organizations throughout the country. From the data collected, we believe business educators will be able to draw implications from curriculum changes which should better prepare office workers for "the office of the future."

Sincerely

GUIDELINES FOR

WORD PROCESSING SUPERVISOR/MANAGER INTERVIEW FORM

Definition: This person may be your original contact with the organization. The Word Processing Supervisor/Manager is responsible for supervising the word processing document-production function. In the case of a decentralized system, this person often coordinates the work among the various centers or work stations in order to achieve the most effective results.

Intent of Interview: The purposes of this interview form are to solicit data to determine:

1. the current status of word processing within the organization as related to organizational structure and pattern, functional responsibilities, and the extent and kinds of use;
2. the general job responsibilities and duties of the Word Processing Supervisor/Manager;
3. the perceived managerial training needs of the Word Processing Supervisor/Manager;
4. the employment recruiting and testing practices of the organization in employing Word Processing Operator/Correspondence Secretaries; and
5. the training needed by entry-level Word Processing Operator/Correspondence Secretaries.

Prior to Interview:

NOTE: Be sure to allow enough time for this interview as it is one of the most important of the entire group.

Complete the following portions of the Interview Form:

a. Print the information requested in the "Information Square" at the top of the Interview Form;

b. Print the complete name of the organization (Question #1); and

c. Check the regional location of the organization (Question #2--these regional locations are based on the NBEA regional divisions.)

At the Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.
2. Hand the Interview Form to the Word Processing Supervisor/Manager to complete in pencil (they sometimes wish to make changes). Also, encourage them to write in the margins as needed.

At the Interview (Cont.)

3. Be able to interpret any questions the Word Processing Supervisor/Manager might have (Refer to Special Interpretations of Questions beginning on this page).

4. After the Interview Form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important!

5. Ask any additional questions you might personally want to ask. (These responses should not be recorded on the Interview Form.)

6. Thank the Word Processing Supervisor/Manager for his/her time in granting the interview and completing the form. If this person has been your contact person, it will be appropriate to "check back" with this person after completing all of the interviews and thank him/her for setting up the interviews with the key personnel.

Special Interpretations of Questions:

The following suggestions or information are provided so that you may in a uniform manner assist the interviewees to complete the form in a way to provide like data.

Question 4 - "Office employees" refers to the number of employees who support management in the processing of information. Sometimes Personnel may state this in terms of number of "clerical" employees as compared to management or professional employees.

Question 12 - "Custom" typing refers to special or confidential typing jobs that are not standardized and may require special formatting and/or handling.

Question 13 - If Word Processing provides support and is budgeted and reports to a specific department (such as Marketing), mark "Department" and indicate the department. If Word Processing provides support to a variety of departments but is budgeted and reports to a function (such as Administrative Services), mark "Functional" and indicate the functional area.

Question 15 - "Back-up" means do Word Processing Operator/Correspondence Secretaries function as Administrative Support Secretaries during peak loads or times of illness or vacations?

Question 17 - This question is intended to obtain a picture of the general extent to which an organization has implemented word processing/administrative support and/or retained the traditional boss/secretary patterns. Stress that this is an approximation only.

Special Interpretations of Questions (Cont.)

Question 18 - A "first-line" supervisor refers to one who works in the Center(s) on an active daily basis and often operates equipment as well as supervises others. Note that this question is to be answered with numbers of each sex, which will aid in developing an employee profile.

Question 23, Area 1, Item 3 - "Conducting feasibility studies" can mean studies in any or all of the following: work, equipment, new centers or similar studies.

Question 24 - The four areas of responsibility listed are the same areas used in Question 23 and are commonly accepted as functional areas of management. The total approximate percentage of total work time should equal 100 percent. If the Word Processing Supervisor/Manager wishes to insert another area with an accompanying time percentage, please allow him/her to do so; just make sure the "grand total" equals 100 percent.

Question 27 - Please check to make sure that the interviewee ranks three of the topics. (1 = most important)

Question 32, Part D - Doublecheck to make sure that the interviewee ranks three of the factors. (1 = most important)

Question 33 - The interviewee is asked to rank the two most important major sources. (1 = most important or most used source)

Question 35 - "Copy editing" refers to the editing of copy without changing the content.

Question 37 - "Learning curve" refers to the length of training time required to become proficient on the equipment to a productive level on most applications likely to be encountered.

Question 38 - The interviewee is to rank three weaknesses. (1 = the greatest weakness noted)

Question 40 - Encourage the interviewees to express themselves as to how they see the requirements for those who will engage in document preparation to be different from the traditional typing duties of a secretary. If they appear to be having difficulty getting started and understanding this item, you might mention something like "requires greater creativity," "must be more machine oriented," etc.

NOTE: There are many opportunities for good practical feedback from the Word Processing Supervisor/Manager about how we may improve our preparation of students--but WATCH YOUR TIME. Perhaps you may want to arrange to have lunch or dinner on another day to discuss many of these items in more detail.

GUIDELINES FOR

WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY INTERVIEW FORM

Definition: A Word Processing Operator/Correspondence Secretary is a secretary in a work center, mini-cluster, work station, or large central center who performs production-oriented typing tasks.

Intent of Interview: The purposes of this interview form are to solicit data to determine:

1. the general job responsibilities and duties of the Word Processing Operator/Correspondence Secretary;

2. the extent and kinds of training received by a Word Processing Operator/Correspondence Secretary; and

3. the perceived competencies needed by an entry-level Word Processing Operator/Correspondence Secretary.

Prior to Interview:

Complete the following portions of the Interview Form:

a. Print the information requested in the "Information Square" at the top of the Interview Form;

b. Print the complete name of the organization (Question #1); and

c. Check the regional location of the organization (Question #2--these regional locations are based on the NBEA regional divisions.)

At the Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.

2. Hand the Interview Form to the Word Processing Operator/Correspondence Secretary to complete in pencil (they sometimes wish to make changes). Also, encourage them to write in the margins as needed.

3. Be able to interpret any questions the Word Processing Operator/Correspondence Secretary might have (Refer to Special Interpretations of Questions beginning on the next page).

4. After the Interview Form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important!

5. Ask any additional questions you might personally want to ask. (These responses should not be recorded on the Interview Form.)

6. Thank the Word Processing Operator/Correspondence Secretary.

Guidelines For Word Processing Operator/Correspondence Secretary Interview Form (Cont.)

Special Interpretations of Questions:

The following suggestions or information are provided so that you may in a uniform manner assist the interviewees to complete the form in a way to provide like data.

Question 10 - It is probably best to have the interviewees do their checkmarking of "Always, Often, Sometimes, Rarely, and Never" all the way through Question 10 and then have them go back to fill in the percentages at the right. Notice that the percentages are approximate only, BUT BE ESPECIALLY SURE TO HAVE THE RESPONDENTS FILL IN THESE PERCENTAGES.

Question 10, Area 1, Item 17 - "Special projects" refers to anything apart from the regular. This might be any type of work--sales promotion letters, a special report, etc.

Question 10, Area 2, Item 1 - "Retention" refers to whether you are responsible for determining the period of time a record, etc., will be kept and/or kept active within a filing system.

Question 10, Area 2, Item 2 - This refers to determining the general guidelines needed for establishing a filing system for stored or recorded data.

Question 10, Area 7, Item 4 - "Equipment inspection" refers to making definite arrangements for having new or different Word Processing equipment brought into the organization for the purpose of "trying it out" (which is Item 5).

Question 11 - "Equipment Vendor(s)" refers to the manufacturer(s) or dealer(s) who sells the equipment.

Question 14 - If interviewees seem uncertain how to answer this question, you might explore with them whether this is because they do not know the answer or if perhaps the organization is in the process of setting up career progression. If they indicate either of these responses, encourage them to write in "don't know" or "in process."

Question 15 - Note that they are to check three weaknesses. The question is stated so that the responses are not necessarily the weaknesses of the interviewee but are characteristic of the weaknesses of Word Processing Operator/Correspondence Secretaries.

Question 17, Section I, Subpoint H, Item 6 - "Memory typewriter" refers to a typewriter with built-in memory or storage as compared with those that use removable storage such as cards.

GUIDELINES FOR

ADMINISTRATIVE SUPPORT SUPERVISOR/MANAGER INTERVIEW FORM

Definition: This person is to have direct responsibility for administrative support within the organization and should be the individual to supervise or manage all those who provide administrative support. Note that this may be the same individual who completed the Word Processing Supervisor/Manager Interview Form. Attempt to determine this through your contact person before you go for the interviews. If it is the same person, indicate all questions which appear on both forms so that time need not be taken to complete these questions on both forms. Then, after the interviews are completed, transfer the needed information from the one form to the other so that the information is complete on both questionnaires.

NOTE: If an organization has not formalized their administrative support function, there may not be anyone supervising the Administrative Support Secretaries (or they may have only Traditional Secretaries). In such a case, this Interview Form will not be completed. Please write across the top of the first page of the Interview Form "NOT APPLICABLE" and return it with the others. BE SURE, HOWEVER, TO HAVE FILLED IN THE NAME OF THE ORGANIZATION (Question 1) AS WELL AS THE "INFORMATION SQUARE" AT THE TOP OF THE PAGE.

Intent of Interview: The purposes of this Interview Form are to solicit data to determine:

1. the current status of the administrative support function (primarily non-typing in nature) within the organization as related to organizational structure and pattern, functional responsibilities, and the extent and kinds of use;
2. the general job responsibilities and duties of the Administrative Support Supervisor/Manager;
3. the perceived managerial training needs of the Administrative Support Supervisor/Manager;
4. the employment recruiting and testing practices of the organization in employing Administrative Support Secretaries; and
5. the training needed by entry-level Administrative Support Secretaries.

Prior to Interview:

Complete the following portions of the Interview Form:

a. Print the information requested in the "Information Square" at the top of the Interview Form;

Prior to Interview (Cont.)

b. Print the complete name of the organization (Question #1); and

c. Check the regional location of the organization (Question #2--these regional locations are based on the NBEA regional divisions.)

At the Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.
2. Hand the Interview Form to the Administrative Support Supervisor/Manager to complete in pencil (they sometimes wish to make changes). Also, encourage them to write in the margins as needed.
3. Be able to interpret any questions the Administrative Support Supervisor/Manager might have (Refer to Special Interpretations of Questions beginning on this page).
4. After the Interview Form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important!
5. Ask any additional questions you might personally want to ask. (These responses should not be recorded on the Interview Form.)
6. Thank the Administrative Support Supervisor/Manager for his/her time in granting the interview and completing the form.

Special Interpretations of Questions:

The following suggestions or information are provided so that you may in a uniform manner assist the interviewees to complete the form in a way to provide like data.

Question 12 - "Custom" typing refers to special or confidential typing jobs that are not standardized and may require special formatting or background knowledge.

Question 13 - If Administrative Support provides support and is budgeted and reports to a specific department (such as Marketing), mark "Department" and indicate the name of the department. If Administrative Support provides support to a variety of departments but is budgeted and reports to a function (such as Administrative Services), mark "Functional" and indicate the name of the functional area.

Question 19 - The "team approach" means that the Administrative Support Secretaries work as a team to provide all the services needed for the department or work group they support--rather than for principals on a one-to-one basis.

Special Interpretations of Questions (Cont.)

Question 22 - The four areas of responsibility listed are the same areas used in Question 21 and are commonly accepted as functional areas of management. The total approximate percentage of total work time should equal 100 percent. If the Administrative Support Supervisor/Manager wishes to insert another area with an accompanying time percentage, please allow him/her to do so; just make sure the "grand total" equals 100 percent.

Question 23 - This question attempts to find out whether the Administrative Support Supervisor/Manager has "operating" responsibilities as well as "managing" responsibilities.

Question 25 - Please check to make sure that the interviewee ranks three topics. (1 = most important)

Question 30, Part E - Doublecheck to make sure that the interviewee ranks three of the factors. (1 = most important)

Question 31 - The interviewee is asked to rank the two most important major sources. (1 = most important or most used source)

Question 33, Part B - The interviewee is to rank three weaknesses. (1 = the greatest weakness noted)

Question 34 - Encourage the interviewees to express themselves as to how they see the requirements for those who will be a part of the administrative support function to be different from the traditional secretary. If they appear to be having difficulty getting started and understanding this item, you might mention something like "more knowledge of data processing," "more skilled in the composition of letters," "assertiveness training," etc.

NOTE: There are many opportunities for good practical feedback from the Administrative Support Supervisor/Manager about how we may improve our preparation of students--but WATCH YOUR TIME. Perhaps you may want to arrange to have lunch or dinner on another day to discuss many of these items in more detail.

GUIDELINES FOR

ADMINISTRATIVE SUPPORT SECRETARY INTERVIEW FORM

Definition: This individual performs secretarial support functions for more than one principal that are primarily of a non-typing nature and includes such responsibilities as scheduling appointments, making travel arrangements, filing, receptionist duties, originating routine correspondence, sometimes doing preliminary research, etc.

You may find some organizations have taken an administrative secretarial approach but have not fully implemented a system whereby these persons are managed and supervised by an Administrative Support Supervisor/Manager. If this is the case, have the Interview Form completed, but indicate at the top of the first page that there is no direct supervision of these positions in the organization other than that performed by various principals.

Intent of Interview: The purposes of this Interview Form are to solicit data to determine:

1. the general job responsibilities and duties of the Administrative Support Secretary;

2. the extent and kinds of training received by an Administrative Support Secretary; and

3. the perceived competencies needed by an entry-level Administrative Support Secretary.

Prior to Interview:

Complete the following portions of the Interview Form:

a. Print the information requested in the "Information Square" at the top of the Interview Form;

b. Print the complete name of the organization (Question #1); and

c. Check the regional location of the organization (Question #2--these regional locations are based on the NBEA regional divisions.)

At the Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.

2. Hand the Interview Form to the Administrative Support Secretary to complete in pencil (they sometimes wish to make changes). Also, encourage them to write in the margins as needed.

Guidelines For Administrative Support Secretary Interview Form (Cont.)

At the Interview (Cont.)

3. Be able to interpret any questions the Administrative Support Secretary might have (Refer to Special Interpretations of Questions beginning in the next section below).

4. After the Interview Form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important!

5. Ask any additional questions you might personally want to ask. (These responses should not be recorded on the Interview Form.)

6. Thank the Administrative Support Secretary.

Special Interpretations of Questions:

The following suggestions or information are provided so that you may in a uniform manner assist the interviewees to complete the form in a way to provide like data.

Question 11 - Please ask interviewee to answer this in terms of the number of principals they individually support. If they are a member of a "team" that supports more, ask them to write "team" and the number of principals supported in the margin.

Question 12 - It is probably best to have the interviewees do their check-marking of "Always, Often, Sometimes, Rarely, and Never" all the way through Question 12 and then have them go back to fill in the percentages at the right. Notice that the percentages are approximate only, BUT BE ESPECIALLY SURE TO HAVE THE RESPONDENTS FILL IN THESE PERCENTAGES.

Question 16 - Note that they are to check three weaknesses in this question; The question is stated so that the responses are not necessarily the weaknesses of the interviewee but are characteristic of the weaknesses of Administrative Support Secretaries.

Question 18 - Please call attention to the fact that this question deals with the competencies needed by an entry-level Administrative Support Secretary.

GUIDELINES FOR

Principal/Originator Interview Form

Definition: A principal/originator is a user of secretarial support, whether it be of document preparation services (such as in a Word Processing center, mini-station, etc.) and/or administrative support services (personnel involved in non-typing functions primarily).

The principal/originator is usually not well acquainted with all of the intricacies of Word Processing, not should they be for the purposes of this study. The opinions of principals/originators can be useful in determining the perceptions of users as to the effectiveness of Word Processing in the work they need done. (Note--do not be upset if the contact person selects a user who tends to be pleased with Word Processing. We expect this.)

In some companies this person will be referred to as a "principal," while in other companies they may call this individual an "originator" or "user." Other terms include "authors" or "action officers."

Typical persons classified as principal/originators are accountants, attornies, physicians, and all levels of managers.

Intent of Interview: The purposes of this interview form are to select data to determine:

(1) the kinds of work the principal/originator currently has processed in a Word Processing document preparation location;

(2) the opinions of the principal/originator concerning the benefits and shortcomings of the Word Processing approach to document preparation;

(3) the opinions of the principal/originator concerning the adequacy of existing administrative secretarial support (non-typing); and

(4) any suggestions the principal/originator will make concerning additional training which might aid in developing more effective secretarial support.

Guidelines for principal/originator interview form (cont.)

Prior to Interview:

1. Complete the following portions of the Interview Form:

   a. print the information requested in the "Information Square" at the top of the Interview Form;

   b. print the complete name of the organization (question #1); and

   c. check the regional location of the organization--question #2 (These regional locations are based on the NBEA regional divisions.)

2. As soon as your contact person indicates the principal/originator you will be interviewing, you may wish to print the "Name of Person Interviewed," his/her "Title," and the "Business Telephone" of this individual if you have it. However, you may prefer to have the principal/originator complete this section.

   NOTE: If the subject arises, assure the principal/originator that neither his/her name nor the company will be identified in any way in the final report. The findings will be generalized and reported using such variables as nature of the organization, regional locations, and the size of firms.

At The Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.

2. Hand the interview form to the principal/originator to complete.

3. Be able to interpret any questions the principal/originator might have (refer to Special Interpretations of Questions on page 3).

4. After the interview form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important!

5. Ask any additional questions you might personally want to ask. (These should not be recorded on the Interview Form.)

6. Thank the principal/originator for his/her time in granting the interview and completing the form.

GUIDELINES FOR PRINCIPAL/ORIGINATOR INTERVIEW FORM (Con't.)

Special Interpretations of Questions:

Questions 1 through 5 -- self explanatory (we hope).

Question 6 -- Double-check to make sure that a ranking is made rather than a checkmark. (1 = most important)

Question 7 -- If Yes, they proceed to Question 8; If No, they proceed to 9.

Question 8 -- Again, check for a ranking and not checkmarks.

Question 9 -- "Other secretarial support" is referring to administrative secretarial support which tends to be primarily non-typing in scope (telephone duties, receptionist duties, filing, drafting reports, making travel arrangements, dictating correspondence, etc.) This is considered to be the secretarial support that contrasts with the document preparation function (typing) associated with Word Processing Center(s).

If Yes, skip to Question 11.

If No, continue with Question 10.

Question 10 -- We are just asking for their opinions. A checklist is not provided as such a listing might influence what the principal/originator really thinks on this subject.

Question 11 -- This question is aimed at the discerning whether there are specific jobs the principal/originator is currently doing that he/she would like to delegate to a qualified secretary if one were available or who had the time to take on additional responsibilities.

If Yes, proceed to question 12.

If No, skip to Question 13.

Question 12 -- This question attempts to identify those special needs not being accomodated by the present secretarial support in the organization. Three activities are requested, but fewer than three activities are acceptable.

Question 13 -- Self-explanatory

Question 14 -- Hopefully, the answers to this question will provide a listing of areas or topics of training needed by secretarial personnel as perceived by principals/originators.

Additional Comments: If the Principal/originator wishes to express further suggestions or comments, encourage him/her to use this space.

GUIDELINES FOR

TOP/MIDDLE-MANAGEMENT DECISION-MAKER INTERVIEW FORM

Definition: This interview form is designed for that individual within the organization who has the authority and responsibility to make the decisions concerning the office administration function affecting secretarial support. This person will normally be well-acquainted with the current status of Word Processing as well as other office systems within the organization, but, more importantly, will probably have some ideas as to the future of Word Processing within his/her organization. In companies where these decision-making functions are separated, attempt to interview that person who is at the coordinating decision level above these separated functions.

Attempt to get ideas expressed on as many items as possible, but recognize that you may not be able to obtain information on all items. Open-ended questions are used so as not to influence the responses.

Typical persons who might be classified as the decision-maker might be vice-presidents, division heads, or department managers, depending upon the organizational structure.

Intent of Interview: The purpose of this interview form is to solicit data to determine any anticipated changes in the next 5 to 10 years as a result of Word Processing when related to:

a. number of Word Processing employees
b. number of users of Word Processing
c. equipment
d. organizational structure
e. merging of Word Processing and Data Processing
f. types of work processed
g. selection and training of personnel
h. career paths for Word Processing personnel

Prior to Interview:

1. Complete the following portions of the Interview Form:

   a. print the information requested in the "Information Square" at the top of the Interview Form;

   b. print the complete name of the organization (Question #1); and

c. check the regional location of the organization—Question #2. (These regional locations are based on the NBEA regional divisions.)

2. As soon as your contact person indicates the decision-maker you will be interviewing, you may wish to print the "Name of Person Interviewed," his/her "Title," and the "Business Telephone" of this individual if you have it. However, you may prefer to have the decision-maker complete this section.

   NOTE: If the subject arises, assure the decision-maker that neither his/her name nor the company will be identified in any way in the final report. The findings will be generalized and reported using such variables as nature of the organization, regional locations, and the size of firms.

At the Interview:

1. Introduce yourself and explain a little about the study being conducted by Delta Pi Epsilon.
2. Hand the Interview Form to the decision-maker to complete.
3. Be able to interpret any questions the decision-maker might have (refer to Special Interpretations of Questions section.)
4. After the Interview Form has been completed, check over the responses to make sure all questions have been adequately answered. This is extremely important! If the decision-maker has left a question blank, perhaps you can "draw" the answer out through discussion. In this case, you may write the answer in, but be careful to be as accurate as possible so as to reflect the answer of the decision-maker.
5. Ask any additional questions you might personally want to ask. (These should not be recorded on the Interview Form.)
6. Thank the decision-maker for his/her time in granting the interview and completing the form.

Special Interpretations of Questions:

Questions 1 through 4 (Parts a and b) — self-explanatory (we hope).

Question 4 — (Part c) this refers to future equipment changes, whether purchased or leased. For example, are they presently using Mag Card equipment, but are planning to expand into visual display equipment or even into a shared logic system.

Guidelines For Top/Management Decision-Maker Interview Form (Cont.)

(Part d) — this question is aimed at determining any changes in the organizational structure, such as what department or area Word Processing might be "housed" in the future. Perhaps they are presently residing in the Finance Department, but the decision-maker can foresee the time when it might be a department or area of its own.

Question 4 (Part e) — most "authorities" predict that Word Processing and Data Processing will merge into what is currently being called "Information Systems" or a similar term. Does the decision-maker think such a merge will occur in his/her organization in the next 5 to 10 years? Attempt to find out why or why not.

(Part f) — This question requests information on whether the jobs processed in Word Processing will be expanding and, if so, in what ways. For example, perhaps little or no dictation equipment is presently being used within the organization—a decision-maker might foresee that greater use of dictation equipment might occur in the future.

(Part g) — We are looking for changes in how the organization will probably select and train Word Processing personnel in the next 5 to 10 years. If no changes are predicted, so indicate. If the decision-maker believes there will be a change in required skills, be sure that this information is recorded.

(Part h) — This question attempts to discover the feasibility of the concept of "career paths" for Word Processing employees--if such a plan is more likely to be adopted by the organization in the future or whether little attention will probably be paid to this aspect. (Note: do not "scold" if the response is not what you might personally wish—this is not the purpose of the DPE study.)

Additional Comments: Encourage the decision-maker to express additional suggestions or comments in this space.

APPENDIX B

WORD PROCESSING SUPERVISOR/MANAGER INTERVIEW FORM

NAME OF INTERVIEWER ______________________________

HOME TELEPHONE ______________ SCHOOL TELEPHONE ______________

DELTA PI EPSILON CHAPTER ______________________________

WORD PROCESSING SUPERVISOR/MANAGER INTERVIEW FORM

NAME OF PERSON INTERVIEWED ______________________________ BUSINESS TELEPHONE ______________

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ____

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

___ Eastern ___ Southern ___ North-Central ___ Mountain Plains ___ Western

3. NATURE OF ORGANIZATION (Check one)

___ Accounting
___ Education
___ Engineering
___ Finance, insurance, or real estate
___ Government
___ Legal
___ Manufacturing
___ Medical
___ Transportation, communication, and utilities
___ Wholesale/retail trade
___ Other (Please specify)
____

4. APPROXIMATE NUMBER OF OFFICE EMPLOYEES AT THIS ADDRESS (Including Word Processing employees)

___ 1 - 10
___ 11 - 25
___ 26 - 50
___ 51 - 75
___ 76 - 100
___ More than 100

5. SEX OF RESPONDENT ___ Female ___ Male

6. AGE OF RESPONDENT (At nearest birthday)

___ Under 20
___ 20 - 24
___ 25 - 29
___ 30 - 39
___ 40 - 49
___ 50 or over

7. LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE (Check all of the types of office work at which you were previously employed and list the number of years of experience in the right-hand column)

Type of Office Work	Number of Years of Experience
___ Receptionist	______
___ Clerk	______
___ Secretary	______
___ Supervisor	______
___ Administrative assistant	______
___ No office experience	
___ Other (Please specify)	
______________________________	______

8. PRESENT JOB TITLE

___ Coordinator, Word Processing
___ Correspondence Coordinator
___ Secretarial Supervisor
___ Supervisor, Administrative Services
___ Supervisor, Correspondence Center
___ Supervisor, Document Production
___ Supervisor, Secretarial Services
___ Supervisor, Word Processing
___ Manager, Administrative Services
___ Manager, Correspondence Center
___ Manager, Communications
___ Manager, Information Services
___ Manager, Office Systems
___ Manager, Secretarial Services
___ Manager, Word Processing
___ Office Manager
___ Other (Please specify)
____

PLEASE TURN TO THE BACK OF THIS PAGE.

9. LENGTH OF TIME IN PRESENT POSITION

_____ Less than 1 year
_____ 1 - 3 years
_____ More than 3 years, but less than 5 years
_____ 5 years or more

10. EDUCATIONAL BACKGROUND (Check all schools attended and whether you completed the requirements to earn a degree or certificate)

	Degree or Certificate of Completion Earned	
Schools Attended	YES	NO
1. _____ High School	1. _____	1. _____
2. _____ Vocational High School	2. _____	2. _____
3. _____ Community/Junior College	3. _____	3. _____
4. _____ Private Business College	4. _____	4. _____
5. _____ Post-Secondary Vocational or Technical School	5. _____	5. _____
6. _____ 4-Year College or University	6. _____	6. _____
7. _____ Other (Please specify) ______________________________	7. _____	7. _____

11. ORGANIZATIONAL PATTERN

Which one of the following word processing organizational patterns best fits the structure used in your organization? (Check one)

_____ Centralized (All or most production typing completed in a central location; filing, telephoning, and other nontyping work for principals done by other office personnel)

☐ Decentralized (Automatic word processing equipment spread throughout the organization; may use a variety of patterns such as satellite, mini-word processing centers, clusters, or work stations; operators may perform some nontyping kinds of work)

NOTE: If you have a decentralized system, please indicate the type of system below:

_____ Satellite (usually located near principals serviced)
_____ Mini-word processing center(s) or clusters
_____ Individual work stations
_____ Other (Please specify) ______________________________
____

_____ Mixed (Some personnel do only typing using automatic word processing equipment; other personnel may assist in the word processing center(s) or clusters when needed; also might include personnel from other areas of the organization who use the equipment to do custom typing for special projects from time to time)

_____ Other (Please specify) ______________________________
____
____

12. ORGANIZATIONAL STRUCTURE

Within your organization, are you structured to handle custom typing as well as routine typing production? (Custom typing involves special typing jobs of an unusual nature that are not standardized and may require special handling.)

_____ Yes _____ Occasionally _____ No

PLEASE CONTINUE TO THE NEXT PAGE.

13. ORGANIZATIONAL FRAMEWORK

What area of the organization is responsible for Word Processing document production budgeting and reporting?

____ Department (Please specify)

____

____ Functional (Please specify)

____

14. GENERAL AREAS OF RESPONSIBILITY OF WORD PROCESSING

Check all of the areas of responsibility that are primarily performed by Word Processing personnel engaged in document production.

____ Copying
____ Facsimile services
____ Mailing services
____ Reprographics
____ Teletyping
____ Transcription
____ Typing/keyboarding
____ Other (Please specify)
____

15. "BACK-UP" RESPONSIBILITIES

Are Word Processing document production personnel used as "back-up" Administrative Support Secretaries?

____ Yes ____ Occasionally ____ No

16. ESTIMATED NUMBER OF PRINCIPALS USING WORD PROCESSING SERVICES

____ 1 - 5
____ 6 - 10
____ 11 - 20
____ 21 - 35
____ 36 - 50
____ 51 - 75
____ 76 - 100
____ 101 - 250
____ More than 250

17. TYPES OF SECRETARIES EMPLOYED WITHIN THE ORGANIZATION

Do you have "traditional"* secretaries employed within the organization?

____ Yes ____ No

*A "traditional" secretary is a general-purpose secretary. (Responsible to one individual, who handles his/her correspondence, telephone calls, errands, and other usual secretarial tasks)

NOTE: If Yes, describe the ratio of "traditional" secretaries to Word Processing Operator/Correspondence Secretaries.

____ Greater than ____ About the same ____ Less than

NOTE: If Yes, describe the ratio of "traditional" secretaries to Administrative Support Secretaries.

____ Greater than ____ About the same ____ Less than

____ Not Applicable

48~

PLEASE TURN TO THE BACK OF THIS PAGE.

18. TOTAL NUMBER OF WORD PROCESSING EMPLOYEES BY LEVEL AND SEX

How many persons in your organization at this address are currently working within Word Processing? (Include yourself)

Level	Female	Male
Word Processing Supervisor/Manager	____	____
First-Line Word Processing Supervisor/Lead Operator. .	____	____
Word Processing Operator/Correspondence Secretary. . .	____	____
Other (Please specify) ____________________	____	____
TOTAL NUMBER OF WORD PROCESSING EMPLOYEES	____	____

19. RELATIONSHIP TO PRINCIPALS

For which principals in your organization do the Word Processing Operator/ Correspondence Secretaries usually provide typing or other Word Processing services?

____ Only selected principals to whom they are assigned
____ Any principals requiring word processing services (first come--first served policy generally)
____ Selected principals usually, but any other principals when needed
____ Other (Please specify) ____

____

20. KINDS OF TYPING JOBS PROCESSED ON WORD PROCESSING EQUIPMENT

Please check all of the kinds of typing jobs processed or completed on word processing equipment in the left-hand column. In the right-hand column, indicate the approximate percentage of total typing work each kind of typing job represents.

Kind of Typing Job	Approximate Percentage of Total Typing Work
Correspondence	____%
____ Repetitive	
____ Revised	
____ Original	
Narrative/manuscript	____%
____ Short documents (10 or fewer pages)	
____ Medium-length documents (11-25 pages)	
____ Long documents (26 or more pages)	
Statistical typing	____%
____ Simple	
Complex	
Other (Please specify)	____%
____	
____	
	100%

PLEASE CONTINUE TO THE NEXT PAGE.

21. KINDS OF INPUT

In what form do you receive the input to your center(s), cluster(s), or work station(s)? In the left-hand column, indicate all of the kinds of input, and in the right-hand column, indicate the approximate percentage of total input each kind represents.

	Kinds of Input	Approximate Percentage of Total Input
____	Handwritten input	____%
____	Typewritten (light revision)	____%
____	Typewritten (heavy revision)	____%
____	Machine dictated input	____%
____	OCR	____%
____	Other (Please specify)	____%
	________________________	
	________________________	
		100%

22. TOTAL NUMBER OF EMPLOYEES SUPERVISED

How many employees are under your direct supervision?

____ 1 - 5 ____ 11 - 15 ____ 21 - 25
____ 6 - 10 ____ 16 - 20 ____ More than 25

23. GENERAL JOB RESPONSIBILITIES AND DUTIES OF SUPERVISOR/MANAGER

Place a check mark in the appropriate column which indicates best the degree of responsibility you have for the following duties. If you have additional duties not listed, indicate them in the space provided by "Other."

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Check only one column for each item)

Area 1: PLANNING RESPONSIBILITIES

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Providing orientation to management and other employees to the Word Processing system	1.					
2. Analyzing paperwork and applications	2.					
3. Conducting feasibility studies	3.					
4. Determining needs of Word Processing center(s)	4.					
5. Designing the organizational structure of the Word Processing system	5.					
6. Planning for conversion or changes in system	6.					
7. Establishing a budget	7.					
8. Developing, writing, and implementing procedures	8.					
9. Selling Word Processing to principals and secretaries	9.					
10. Other (Please specify) ____________________ ____________________	10.					

PLEASE TURN TO THE BACK OF THIS PAGE.

23. GENERAL JOB RESPONSIBILITIES AND DUTIES OF SUPERVISOR/MANAGER (CONTINUED)

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Check only one column for each item)

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 2: ORGANIZING RESPONSIBILITIES						
1. Creating an effective work environment, both physical and psychological	1.					
2. Selecting Word Processing equipment	2.					
3. Organizing work flow	3.					
4. Coordinating work schedules of personnel	4.					
5. Writing job descriptions	5.					
6. Establishing career paths for personnel	6.					
7. Distributing work to personnel	7.					
8. Other (Please specify) ________________________ ________________________	8.					
Area 3: CONTROLLING RESPONSIBILITIES						
1. Establishing a work measurement program	1.					
2. Establishing productivity standards	2.					
3. Using charge-back system	3.					
4. Using various types of reporting forms (Please list below the forms you routinely use) ________________________ ________________________ ________________________ ________________________ ________________________	4.					
5. Other (Please specify) ________________________ ________________________	5.					

PLEASE CONTINUE TO THE NEXT PAGE

23. GENERAL JOB RESPONSIBILITIES AND DUTIES OF SUPERVISOR/MANAGER (CONTINUED)

Area 4: DIRECTING & COORDINATING RESPONSIBILITIES		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Selecting Word Processing personnel	1.					
2. Training Word Processing personnel	2.					
3. Developing and implementing ongoing training and developmental program for Word Processing personnel	3.					
4. Conducting performance evaluations	4.					
5. Monitoring employee progress	5.					
6. Supervising and motivating personnel	6.					
7. Other (Please specify) __________________ __________________ __________________	7.					

24. APPROXIMATE PERCENTAGE OF TOTAL WORKING TIME SPENT ON RESPONSIBILITIES

Please describe the approximate percentage of your total working time spent on each of the four areas of responsibility.

	Approximate Percentage of Total Work Time
Planning Responsibilities	_______%
Organizing Responsibilities	_______%
Controlling Responsibilities	_______%
Directing & Coordinating Responsibilities .	_______%
	100%

25. OPERATION OF WORD PROCESSING EQUIPMENT

Do you and/or the first-line supervisors operate Word Processing equipment part of the time?

____ Yes   ____ No

PLEASE TURN TO THE BACK OF THIS PAGE.

26. TRAINING FOR PRESENT POSITION

Did your organization provide any type of management training program or course of study to help in developing your management skills prior to or within the first six months after assuming a supervisory position in Word Processing?

Yes ____ No

NOTE: If Yes, please describe the type(s) and extent of management training you received prior to or at the same time you assumed your present position.

	Type of Training	Extent of Training (Total Number of Hours)
____	Enrollment in college management course(s)	____
____	Enrollment in management and/or supervisory seminars or workshops provided by professional groups, such as Administrative Management Society and American Management Association	____
____	In-house management training program(s)	____
____	Management and/or supervisory course(s) provided by equipment vendors	____
____	Other (Please specify) ______________________________	____

27. ONGOING TRAINING NEEDS

Do you think you need additional training in order to perform your supervisory responsibilities more effectively?

Yes ____ No ____ No Opinion

NOTE: If Yes, rank in order of importance the first three topics you believe would be most helpful to you.

Rank	Topics
____	Additional technical skills (knowledge and operation of office systems)
____	Budgeting and accounting skills
____	Data processing skills
____	Development and implementation of goals and objectives
____	Interpersonal relations
____	Management information systems (including interfacing of word processing and data processing)
____	Methods and techniques of supervising people
____	Report writing and procedures writing, etc.
____	Other (Please specify) ______________________________

28. CAREER PATH

Is there a "built-in" career progression established for persons in your position in your organization at present?

____ Yes ____ No ____ Working on it

PLEASE CONTINUE TO THE NEXT PAGE.

29. JOB TITLES

What general job title is used for employees who operate Word Processing equipment?

____ Correspondence/ing Secretary
____ Document Specialist
____ Magnetic Keyboard Specialist
____ Operator (mag card, other)
____ Power Typist
____ Repro Typist
____ Secretary
____ Text Editing Typist
____ Transcriber
____ Transcription Specialist
____ Typing Specialist
____ Word Processing Operator
____ Word Processing Secretary
____ Word Processing Specialist
____ Word Processing Technician
____ Word Processing Typist
____ Word Processor
____ Other (Please specify)

____

30. INITIAL TRAINING ON MAGNETIC MEDIA

Where do most of your Word Processing Operator/Correspondence Secretaries secure their initial equipment training on magnetic media? (Check one)

____ High School
____ Community/Junior College
____ Private Business College
____ Post-Secondary Vocational or Technical School
____ 4-Year College or University
____ Equipment Vendor(s)
____ Your Organization
____ Another Organization
____ Other (Please specify)

____

31. IN-SERVICE TRAINING

Please check all the types and extent of equipment training a newly employed Word Processing Operator/Correspondence Secretary in your organization usually receives.

Type of Training	Extent of Training (Total Number of Hours)
____ Attends equipment vendor school(s)	____
____ Formal in-house training (such as self-paced instructional programs)	____
____ No training provided other than explanations and occasional help from other Word Processing employees	____
____ Other (Please specify) ________________________	____

____

____

32. EMPLOYMENT TESTING

A. Does your organization administer employment tests to potential Word Processing Operator/Correspondence Secretaries?

____ Yes ____ No

(If No, skip to Part D on page 10)

B. If Yes, what types of employment tests are administered? (Check all types given)

____ General Knowledge
____ Language Arts (grammar, punctuation, spelling, etc.)
____ Machine Transcription
____ Proofreading
____ Reading Comprehension
____ Shorthand
____ Typing (Production)
____ Typing (Straight copy timed writing)
____ Other (Please specify)

____

____

PLEASE TURN TO THE BACK OF THIS PAGE.

32. EMPLOYMENT TESTING (CONTINUED)

C. Do you have a minimum typing speed for entry-level employees who might work in Word Processing?

____ Yes ____ No

NOTE: If Yes, please check the minimum speed your organization requires to be considered for an Operator/Correspondence Secretary position.

____ 35 or less words a minute
____ 40 words a minute
____ 50 words a minute
____ 60 words a minute
____ more than 60 words a minute

D. What factors are considered in determining whether an applicant will perform satisfactorily as a Word Processing Operator/Correspondence Secretary? Please rank in order of importance the three factors you are most apt to use in making such a determination. (Factors in addition to any employment tests required)

Rank Employment Factors

____ Extent of training on Word Processing magnetic equipment
____ Grades in school (overall)
____ Grades in school (English and/or office education course(s))
____ Impression made in application process (letter of application, data sheet, and/or interview)
____ Level of education attained
____ References (personal and experience) supplied by applicant
____ Type of previous work experience
____ Other (Please specify) ____________________

____

33. EMPLOYEE RECRUITMENT

What are the two major sources utilized by your organization in recruiting Word Processing personnel? (Rank in order of importance)

Rank Sources

____ Direct application ("walk-in")
____ Employment agencies (public and private)
____ Newspaper and other advertising
____ Public and private educational institutions
____ Transfers within organization
____ Other (Please specify) ____________________

34. WORK MEASUREMENT

Is some form of work measurement system used to measure the production of Word Processing in your organization?

____ Yes ____ No

NOTE: If Yes, what general measurement system is used?

____ Number of strokes or characters
____ Number of words
____ Number of lines
____ Number of partial pages
____ Number of full pages
____ Number of documents
____ Other (Please specify)
____

NOTE: If Yes, how are the measurement results used? (Check all that apply)

____ Evaluation of total Word Processing production in organization
____ Evaluation of Word Processing employees
____ Evaluation of time expended in completion of jobs
____ Evaluation of employee staffing, equipment, and cost justification, etc.
____ Other (Please specify)
____
____

PLEASE CONTINUE TO THE NEXT PAGE.

35. EDITING AND PROOFREADING POLICY

Please indicate the
(Check all that apply)

____ Operator is responsible for correct formatting
____ Operator is responsible for correct spelling
____ Operator is responsible for correct punctuation
____ Operator is responsible for correcting grammar errors
____ Operator is responsible for referring questions back to originator
____ Supervisor responsible for copy editing
____ All copy prepared without change (as is)
____ Other (Please specify) ______________________________

____

____

How is proofreading usually handled in your organization?

____ Specific person(s) is assigned to proofread most work
____ Word Processing Operator/Correspondence Secretary proofreads own work
____ Combination of the above two methods
____ Administrative or "Traditional" Secretary proofreads work returned to them
____ Other (Please specify) ______________________________

____

____

36. TRAINING ON EQUIPMENT NEEDED BY AN ENTRY-LEVEL WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY PRIOR TO EMPLOYMENT

Please indicate in the appropriate columns for each type of equipment (with a check mark):

(1) whether you believe the acquisition of operating skill on that type of equipment is very important, somewhat important, or unimportant; and
(2) if important, where the skill should be learned--in school, on-the-job, both in school and on-the-job, or no opinion.

Equipment Should Be Able To Operate		Level of Importance			If Important, Where Skill Should Be Learned			
		Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
1. Typewriter (manual or electric)	1.							
2. Typewriter (specialized, e.g., proportional or correcting)	2.							
3. Transcription equipment	3.							
4. Magnetic media keyboards	4.							
a. Memory	a.							
b. Magnetic card	b.							
c. Magnetic cassette	c.							
d. Magnetic disk or diskette	d.							
e. Visual display	e.							
f. Other (Please specify) ____________ ____________	f.							
5. Composing equipment	5.							
6. Phototypesetting equipment	6.							
7. Other (Please specify) ____________	7.							

PLEASE TURN TO THE BACK OF THIS PAGE.

490

37. LENGTH OF LEARNING CURVE

What have you found to be the average length of the learning curve for a newly employed Word Processing Operator/Correspondence Secretary who can type 40 - 50 words a minute accurately but who has not been trained on magnetic media typewriters (before he/she can be productive on magnetic Word Processing equipment to a satisfactory level on all applications they will eventually be expected to perform in your organization)?

____ 1 - 5 days
____ 6 - 15 days
____ 16 - 30 days
____ 1 - 2 months
____ 3 - 4 months
____ 5 - 6 months
____ More than 6 months

38. MAJOR WEAKNESSES OF WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARIES

A. In working with entry-level Word Processing Operator/Correspondence Secretaries in your organization, have you noted any major weaknesses relative to their skills, knowledge of office procedures, and/or attitudes?

____ Yes ____ No ____ No Opinion

B. If Yes, rank the three weaknesses of which you are most aware. (Please add any weaknesses which have not been included in the listing provided.)

Rank Weaknesses

____ Inadequate basic typing skills (speed and accuracy)
____ Inadequate grammar skills
____ Inadequate knowledge of punctuation
____ Inadequate proofreading skills
____ Inadequate spelling skills
____ Inadequate use of dictionary
____ Inadequate vocabulary; lack specialized terminology
____ Lack of experience in the business world and in the office
____ Lack of experience or training on magnetic typewriter
____ Poor attitude ("don't care" attitude; little or no initiative; unwilling to learn new skills)
____ Tend to type in similar pattern to how they speak (e.g., leave off word endings)
____ Other (Please specify)

____

____

39. SELECTION OF EQUIPMENT

To what extent are you involved in making decisions relative to obtaining new pieces of Word Processing equipment? (Check all that are applicable)

____ Make recommendations to upper management
____ Help develop specifications for new equipment
____ Interact and/or work with purchasing agent in selecting new equipment
____ Make final decision relative to buying/leasing new Word Processing equipment
____ Other (Please specify)

____

____

____

____

PLEASE CONTINUE TO THE NEXT PAGE.

40. ADDITIONAL TRAINING FOR ENTRY-LEVEL WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARIES

What would you suggest as areas of training needed by entry-level Word Processing Operator/Correspondence Secretaries prior to employment over and beyond that needed by "Traditional" Secretaries who type?

APPENDIX C

WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY INTERVIEW FORM

NAME OF INTERVIEWER ____________________

HOME TELEPHONE ____________ SCHOOL TELEPHONE ____________

DELTA PI EPSILON CHAPTER ____________________

NAME OF PERSON INTERVIEWED ____________________ BUSINESS TELEPHONE ____________

WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY INTERVIEW FORM

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ____________________________________

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

____ Eastern ____ Southern ____ North-Central ____ Mountain Plains ____ Western

3. NATURE OF ORGANIZATION (Check one)

____ Accounting
____ Education
____ Engineering
____ Finance, insurance, or real estate
____ Government
____ Legal
____ Manufacturing
____ Medical
____ Transportation, communication, and utilities
____ Wholesale/retail trade
____ Other (Please specify)

____

4. SEX OF RESPONDENT: ____ Female ____ Male

5. AGE OF RESPONDENT (At nearest birthday)

____ Under 20
____ 20 - 24
____ 25 - 29
____ 30 - 39
____ 40 - 49
____ 50 or over

6. LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE (Check all of the types of office work at which you were previously employed and list the number of years of experience in the right-hand column.

	Type of Office Work	Number of Years of Experience
____	Receptionist	____
____	Clerk	____
____	Secretary	____
____	Supervisor	____
____	Administrative assistant	____
____	No office experience	
____	Other (Please specify)	
	____________________	____

7. PRESENT JOB TITLE

____ Correspondence/ing Secretary
____ Document Specialist
____ Magnetic Keyboard Specialist
____ Operator (mag card, other)
____ Power Typist
____ Repro Typist
____ Secretary
____ Text Editing Typist
____ Transcriber
____ Transcription Specialist
____ Typing Specialist
____ Word Processing Operator
____ Word Processing Secretary
____ Word Processing Specialist
____ Word Processing Technician
____ Word Processing Typist
____ Word Processor
____ Other (Please specify)

____

PLEASE TURN TO THE BACK OF THIS PAGE.

8. LENGTH OF TIME IN PRESENT POSITION

____ Less than 6 months
____ More than 6 months but less than 1 year
____ 1 - 3 years
____ More than 3 years but less than 5 years
____ 5 years or more

9. EDUCATIONAL BACKGROUND (Check all schools attended and whether you completed the requirements to earn a degree or certificate)

Schools Attended	Degree or Certificate of Completion Earned	
	YES	NO
____ Comprehensive High School	____	____
____ Vocational High School	____	____
____ Community/Junior College	____	____
____ Private Business College	____	____
____ Post-Secondary Vocational or Technical School	____	____
____ 4-Year College or University	____	____
____ Other (Please specify) ____________	____	____

10. GENERAL JOB RESPONSIBILITIES AND DUTIES

Place a check mark in the appropriate column which indicates best how often you perform the following duties. If you have additional duties not listed, indicate them in the space provided under "Other." Also, please describe the approximate percentage of your working time spent on each of seven of the nine areas listed in the space provided at the extreme right.

Check: ALWAYS - if you perform the listed duty 90 - 100 percent of the time
OFTEN - if you perform the duty 70 - 89 percent of the time
SOMETIMES - if you perform the duty 40 - 69 percent of the time
RARELY - if you perform the duty 1 - 39 percent of the time
NEVER - if you perform the duty less than 1 percent of the time

(Check only one column for each item)

Area 1: TYPEWRITING

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Do you type:						
1. Letters and memos	1.					
2. Reports	2.					
3. Legal documents	3.					
4. Business forms	4.					
5. Company manuals, policies	5.					
6. Tabulated materials	6.					
7. Statistical data	7.					
8. Mailing lists	8.					
9. Telegrams	9.					
10. Financial statements	10.					
11. Other (Please specify) ____________ ____________	11.					
Do you type:						
12. Repetitive correspondence	12.					
13. Original one-time correspondence	13.					
14. Short documents (10 or fewer pages)	14.					
15. Medium-length documents (11-25 pages)	15.					
16. Long documents (26 or more pages)	16.					
17. Special projects	17.					
18. Confidential materials	18.					
19. Stencils	19.					
20. Spirit masters	20.					
21. Offset masters	21.					
22. Carbon copies	22.					

Approximate Percentage of Total Work Time Spent on TYPING Activities ☐

PLEASE CONTINUE TO THE NEXT PAGE.

10. GENERAL JOB RESPONSIBILITIES AND DUTIES (CONTINUED)

(Check only one column for each item)

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 1: TYPEWRITING (CONTINUED)						
Do you type from:						
23. Handwritten input	23.					
24. Typewritten (light revision)	24.					
25. Typewritten (heavy revision)	25.					
26. Rough draft	26.					
27. OCR	27.					
28 Other (Please specify ______ ______	28.					
Do you						
29. Produce copies by automatic playback	29.					
30. Correct errors by coding during playback	30.					
31. Revise previously typed work by correcting magnetic cards or tape	31.					
Area 2: TRANSCRIPTION						
Do you						
1. Transcribe machine dictation	1.					
2. Priortize documents, tasks	2.					
3. Proofread all typed documents	3.					
4. Handle confidential correspondence, data by transcription	4.					
5. Other (Please specify) ______ ______	5.					
Area 3: RECORDS MANAGEMENT						
Do you:						
1. Organize and maintain a retention filing system	1.					
2. Organize and maintain a filing system for stored or recorded data	2.					
3. Interpret coding system for documents typed in Word Processing center(s)	3.					
4. Assist supervisors with routine reports	4.					
5. Maintain daily production records for center(s)	5.					
6. Log your work in and out	6.					
7. Maintain and update programmed stored data	7.					
8. Other (Please specify) ______ ______	8.					
Area 4: GENERAL CLERICAL						
Do you:						
1. Meet and greet people visiting the center(s)	1.					
2. Requisition and maintain office supplies	2.					
3. Other (Please specify) ______ ______	3.					

Approximate Percentage of Total Work Time Spent in TRANSCRIPTION Activities ☐ %

Approximate Percentage of Total Work Time Spent in RECORDS MANAGEMENT Activities ☐ %

Approximate Percentage of Total Work Time Spent in GENERAL CLERICAL Activities ☐ %

PLEASE TURN TO THE BACK OF THIS PAGE.

10. GENERAL JOB RESPONSIBILITIES AND DUTIES (CONTINUED)

Check: ALWAYS - if you perform the listed duty 90 - 100 percent of the time
OFTEN - if you perform the duty 70 - 89 percent of the time
SOMETIMES - if you perform the duty 40 - 69 percent of the time
RARELY - if you perform the duty 1 - 39 percent of the time
NEVER - if you perform the duty less than 1 percent of the time

(Check only one column for each item)

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 5: OFFICE MACHINES AND EQUIPMENT						
Do you:						
1. Change typewriter ribbons and take general care of your equipment	1.					
How often do you operate:						
2. Copy machine	2.					
3. Dictation equipment	3.					
4. Adding machine	4.					
5. Electronic calculator	5.					
6. Manual typewriter	6.					
7. Electric typewriter	7.					
8. Correcting selectric	8.					
9. Executive typewriter (proportional)	9.					
10. Facsimile	10.					
11. Memory typewriter	11.					
12. MC/ST	12.					
13. MT/ST	13.					
14. Mag card, etc.	14.					
15. Cathode-ray tube display unit	15.					
16. Composer	16.					
17. Phototypesetting equipment	17.					
18. Other (Please specify) ____________________ ____________________	18.					

Time not requested for Area 5

☒

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 6: TELEPHONE						
Do you:						
1. Answer incoming calls	1.					
2. Place calls to principals seeking clarification or directions	2.					
3. Place long distance calls	3.					
4. Maintain a telephone log	4.					
5. Record telephone messages for others	5.					
6. Other (Please specify) ____________________	6.					

Approximate Percentage of Total Work Time Spent in TELEPHONE Activities

☐ %

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 7: OFFICE PROCEDURES						
Do you use:						
1. Dictionary	1.					
2. Secretary's manuals	2.					
3. Thesaurus	3.					
4. Word Processing procedures manual	4.					
5. Telephone directory	5.					
Are you responsible for:						
6. Providing editorial review	6.					
7. Proofreading own work	7.					
8. Formatting new jobs	8.					
9. Handling revisions	9.					
10. Setting machines for operations	10.					
11. Setting your own work priorities	11.					
12. Other (Please specify) ____________________ ____________________	12.					

Approximate Percentage of Total Work Time Spent in OFFICE PROCEDURES Activities

☐ %

PLEASE CONTINUE TO THE NEXT PAGE.

10. GENERAL JOB RESPONSIBILITIES AND DUTIES (CONTINUED)

(Check only one column for each item)

Area 8: ADMINISTRATIVE Do you:		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Follow directions from supervisors	1.					
2. Give directions to a group	2.					
3. Assist in developing procedures for the Word Processing center(s)	3.					
4. Plan equipment inspection schedule	4.					
5. "Try out" new Word Processing equipment	5.					
6. Assist in training new Word Processing personnel	6.					
7. Maintain and report charge-back costs to various departments	7.					
8. Maintain employee records in the Word Processing center(s)	8.					
9. Provide tours of center(s) for visitors	9.					
10. Demonstrate equipment use	10.					
11. Other (Please specify) ____________ ____________	11.					

Approximate Percentage of Total Work Time Spent in ADMINISTRATIVE Activities ☐

Area 9: GENERAL ATTITUDE Do you:		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Organize and manage your work area	1.					
2. Use supplies wisely	2.					
3. Prioritize tasks and manage time effectively	3.					
4. Work effectively in spite of interruptions	4.					
5. Willingly assist other employees with overflow work and in typing multipaged documents	5.					
6. Work well under pressure in meeting deadlines	6.					
7. Maintain a good attendance record	7.					
8. Demonstrate loyalty to employer	8.					
9. Demonstrate initiative	9.					
10. Maintain a steady and high volume of work	10.					
11. Other (Please specify) ____________ ____________	11.					

Time not requested for Area 9 ☒

11. INITIAL TRAINING ON MAGNETIC MEDIA

Where did you secure your initial equipment training on magnetic media?

____ High School
____ Community/Junior College
____ Private Business College
____ Post-Secondary Vocational or Technical School
____ 4-Year College or University
____ Equipment Vendor(s)
____ Your Organization
____ Another Organization
____ Other (Please specify) ____________

PLEASE TURN TO THE BACK OF THIS PAGE.

12. IN-SERVICE/OTHER TRAINING

Please check all the types and extent of equipment training you received when you were first hired as a Word Processing Operator/Correspondence Secretary.

Type of Training On Job	Extent of Training (Total Number of Hours)
1. ____ Attended equipment vendor school(s)	1. ______
2. ____ Attended formal in-house training (such as self-paced instructional programs)	2. ______
3. ____ No training provided other than explanations and occasional help from other Word Processing employees	3. ______
4. ____ Other (Please specify)____________________ ______________________________	4. ______

13. ON-GOING TRAINING

How do you and other Word Processing Operator/Correspondence Secretaries in your organization learn about new equipment, procedures, and applications?

____ Adult education course(s)
____ College course(s)
____ In-house presentations
____ Office magazines and books
____ Membership in professional associations (NSA, etc.)
____ Seminars and workshops
____ Vendor demonstrations
____ Other (Please specify)
____

14. CAREER PATH

Is there an established "built-in" career progression for Word Processing personnel in existence in your organization at present?

____ Yes ____ No

15. MAJOR WEAKNESSES OF WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARIES

Most employees have noted weaknesses or areas of uncertainty about themselves and/or fellow workers in their job. Check the three weaknesses of which you are most aware at this time. (Please add any weaknesses which have not been included in the listing provided.)

Rank	Weaknesses
____	Inadequate basic typing skills (speed and accuracy)
____	Inadequate grammar skills
____	Inadequate knowledge of punctuation
____	Inadequate proofreading skills
____	Inadequate spelling skills
____	Inadequate use of dictionary
____	Inadequate vocabulary; lack specialized terminology
____	Lack of experience in the business world and in the office
____	Lack of experience or training on magnetic typewriter
____	Poor attitude ("don't care" attitude; little or no initiative; unwilling to learn new skills)
____	Other (Please specify)

____
____
____
____
____

PLEASE CONTINUE TO THE NEXT PAGE.

16. LIKES AND DISLIKES OF EMPLOYMENT

A. List three things you like most about your present job.

(1)

(2)

(3)

B. List three things you dislike most about your present job.

(1)

(2)

(3)

17. COMPETENCIES NEEDED BY AN ENTRY-LEVEL WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY

In an effort to determine the basic competencies needed by an entry-level Word Processing Operator/Correspondence Secretary as well as where each competency can best be learned, a list of competencies are identified below. Please add any additional competencies you consider to be important that are not listed. Please indicate in the appropriate columns for each item (with a check mark):

(1) whether you believe the acquisition of the competency is very important, somewhat important, or unimportant; and
(2) if important, where the competency should be learned--in school, on-the-job, both in school and on-the-job, or no opinion.

Competencies	Level of Importance			Where Competency Should Be Learned			
	Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
I. TYPEWRITING COMPETENCIES							
A. The ability to type with speed							
B. The ability to type with accuracy							
C. The ability to type the following: Letters and memos							
Reports							
Legal documents							
Business forms							
Company manuals, policies							
Tabulated materials							
Statistical data							
D. The ability to keyboard information on magnetic tape or cards							
E. The ability to type from: Shorthand notes							
Hand-written notes							
Dictation machines							
Typed copy							
Rough draft							

PLEASE TURN TO THE BACK OF THIS PAGE.

17. COMPETENCIES NEEDED BY AN ENTRY-LEVEL WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY (CONTINUED)

Competencies	Level of Importance			Where Competency Should Be Learned			
	Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
I. TYPEWRITING COMPETENCIES (CONTINUED)							
F. The ability to change typewriter ribbons, care for equipment							
G. The ability to keyboard documents with satisfactory turn-around time							
H. The ability to operate: Manual typewriter							
Electric typewriter							
Correcting selectric							
Executive typewriter (proportional)							
Facsimile							
Memory typewriter							
MC/ST							
MT/ST							
Cathode-ray tube display unit							
Composer							
Phototypesetting equipment							
I. The ability to: Correct errors by coding during playback							
Produce copies by automatic playback							
Revise previously typed work by correcting magnetic cards or tape							
II. TRANSCRIPTION COMPETENCIES							
A. The ability to: Transcribe machine dictation (recorded media) with speed and accuracy							
Demonstrate competency in listening skills, following directions							
Prioritize documents, tasks							
Proofread all typed documents							
Handle confidential correspondence, data							
III. RECORDS MANAGEMENT							
A. The ability to: Use a filing system							
Organize and maintain a retention filing system							
Organize and maintain a filing system for stored or recorded data							
Interpret coding system for documents typed in a Word Processing center(s)							
IV. TELEPHONE							
The ability to handle telephone duties							
V. OFFICE MACHINES AND EQUIPMENT							
A. The ability to operate: Copier							
Dictation equipment (individual)							
Monitor dictation equipment (centralized)							
Utilize endless-loop, phone-in, or remote systems							
Adding machine							
Electronic calculator							

PLEASE CONTINUE TO THE NEXT PAGE.

17. COMPETENCIES NEEDED BY AN ENTRY-LEVEL WORD PROCESSING OPERATOR/CORRESPONDENCE SECRETARY (Continued)

Competencies	Level of Importance			Where Competency Should Be Learned			
	Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
VI. DATA COLLECTION AND RESEARCH							
A. The ability to use the following reference manuals to collect data:							
Dictionary							
Secretary's manuals							
Thesaurus							
Word Processing procedures manual							
Telephone directory							
Library card catalog and periodical index							
Equipment operation manual							
VII. MATHEMATICS							
A. The ability to perform the following computations:							
Compute individual production records							
Compute total Word Processing center(s) production records							
VIII. GRAMMATICAL SKILLS							
A. The ability to:							
Read and interpret business documents							
Spell, punctuate, capitalize							
Proofread							
Alphabetize							
Construct correct sentences							
Sequence sentences in a paragraph							
Determine correct paragraphing							
Recognize and correct improper sentence structure, use of words							
Demonstrate acceptable vocabulary							
Distinguish between homonyms							
IX. GENERAL CLERICAL SKILLS							
A. The ability to:							
Meet and greet people							
Requisition and maintain office supplies							
X. ADMINISTRATIVE SKILLS							
A. The ability to:							
Follow directions from supervisor							
Develop procedures for a Word Processing center(s)							
Manage employee records							
Provide tour of center(s) for visitors							
Demonstrate equipment use							

THANK YOU FOR YOUR TIME AND EXPERTISE IN GRANTING THIS INTERVIEW

APPENDIX D

ADMINISTRATIVE SUPPORT SUPERVISOR/MANAGER INTERVIEW FORM

HOME TELEPHONE ____________ SCHOOL TELEPHONE ____________

DELTA PI EPSILON CHAPTER ____________________

ADMINISTRATIVE SUPPORT SUPERVISOR/MANAGER INTERVIEW FORM

NAME OF PERSON INTERVIEWED ____________________ BUSINESS TELEPHONE ____________

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ______________________________

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

   ___ Eastern ___ Southern ___ North-Central ___ Mountain Plains ___ Western

3. NATURE OF ORGANIZATION (Check one)

   ___ Accounting
   ___ Education
   ___ Engineering
   ___ Finance, insurance, or real estate
   ___ Government
   ___ Legal
   ___ Manufacturing
   ___ Medical
   ___ Transportation, communication, and utilities
   ___ Wholesale/retail trade
   ___ Other (Please specify) ____________

4. SEX OF RESPONDENT ___ Female ___ Male

5. AGE OF RESPONDENT (At nearest birthday):

   ___ Under 20
   ___ 20 - 24
   ___ 25 - 29
   ___ 30 - 39
   ___ 40 - 49
   ___ 50 or over

6. LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE (Check all of the types of office work at which you were previously employed and list the number of years of experience in the right-hand column.

	Type of Office Work	Number of Years Experience
___	Receptionist	___
___	Clerk	___
___	Secretary	___
___	Supervisor	___
___	Administrative assistant	___
___	No office experience	
___	Other (Please specify)	
	____________	___

7. PRESENT JOB TITLE

   ___ Administrative Coordinator
   ___ Administrative Manager
   ___ Coordinator
   ___ Coordinator, Administrative Services
   ___ Coordinator, Administrative Support
   ___ Manager, Administrative Services
   ___ Manager, Administrative Support
   ___ Manager, Information Services
   ___ Manager, Office Systems
   ___ Manager, Secretarial Services
   ___ Office Manager
   ___ Supervisor, Administrative Services
   ___ Supervisor, Administrative Support
   ___ Supervisor, Secretarial Services
   ___ Other (Please specify) ____________________

8. LENGTH OF TIME IN PRESENT POSITION

   ___ Less than 1 year
   ___ 1 - 3 years
   ___ More than 3 years, but less than 5 years
   ___ 5 years or more

PLEASE TURN TO THE BACK OF THIS PAGE.

9. EDUCATIONAL BACKGROUND (Check all schools attended and whether you completed the requirements to earn a degree or certificate)

Schools Attended	Degree or Certificate of Completion Earned	
	YES	NO
1. ____ High School	1. ____	1. ____
2. ____ Vocational High School	2. ____	2. ____
3. ____ Community/Junior College . . .	3. ____	3. ____
4. ____ Private Business College . . .	4. ____	4. ____
5. ____ Post-Secondary Vocational or Technical School	5. ____	5. ____
6. ____ 4-Year College or University. .	6. ____	6. ____
7. ____ Other (Please specify) ______________________	7. ____	7. ____

10. BEGINNING OF ADMINISTRATIVE SUPPORT CONCEPT IN ORGANIZATION

When was the document preparation function (typing) separated totally or partially from the administrative support function (nontyping primarily) in your organization at this address?

____ Less than 1 year ago
____ 1 - 3 years ago
____ 4 - 5 years ago
____ 6 - 9 years ago
____ 10 or more years ago

11. ORGANIZATIONAL PATTERN

Which one of the following administrative support patterns best fits the structure used in your organization? (Check one)

____ Centralized (All or most of the administrative nontyping tasks done in a central location; most production typing for principals completed by other office personnel, perhaps in a Word Processing center, station, etc.)

____ Decentralized (Administrative Support Secretaries spread throughout the organization: generally located somewhat near the principal(s) they support)

NOTE: If you have a decentralized system, please indicate the type of system below:

____ Satellite (usually located near principals serviced)
____ Mini-center(s) or clusters
____ Individual work stations
____ Other (Please specify)______________________________
____

____ Mixed (Some personnel perform only administrative (nontyping) support tasks; other Administrative Support Secretaries may assist in a Word Processing center(s) environment or do considerable typing, perhaps custom typing for special projects from time to time)

____ Other (Please specify)______________________________
____
____

12. ORGANIZATIONAL STRUCTURE

Within your organization, are you structured for administrative support personnel to handle custom typing in addition to their regular administrative support function? (Custom typing is work that is not standardized and may require special handling.)

____ Yes ____ Occasionally ____ No

PLEASE CONTINUE TO THE NEXT PAGE.

13. ORGANIZATIONAL FRAMEWORK

What area of the organization is responsible for administrative support budgeting and reporting?

____ Department (Please specify)____________________

____ Functional (Please specify)____________________

14. GENERAL AREAS OF RESPONSIBILITY OF ADMINISTRATIVE SUPPORT

Check all of the areas of responsibility that are primarily performed by administrative support secretarial personnel in your organization.

____ Assisting principal(s) with administrative details
____ Assisting Word Processing personnel as "back-up"
____ Copying
____ Drafting of reports
____ Filing
____ Flowcharting
____ Gathering data of various kinds
____ Keeping various records
____ Making appointments
____ Making meeting and conference arrangements
____ Making travel arrangements
____ Organizing work flow
____ Originating correspondence
____ Performing telephone services
____ Preparing graphs and charts
____ Typing (Limited or custom work primarily)
____ Writing office procedures
____ Other (Please specify)

15. ESTIMATED NUMBER OF PRINCIPALS USING ADMINISTRATIVE SUPPORT SERVICES

____ 1 - 5
____ 6 - 10
____ 11 - 20
____ 21 - 35
____ 36 - 50
____ 51 - 75
____ 76 - 100
____ 101 - 250
____ More than 250

16. NUMBER OF ADMINISTRATIVE SUPPORT EMPLOYEES BY LEVEL AND SEX

How many persons in your organization at this address are currently working in administrative support jobs? (Include yourself if not included on another questionnaire)

Level	Female	Male
Administrative Services Supervisor/Manager	____	____
Senior Administrative Secretary (first-line supervisor/coordinator)	____	____
Administrative Support Secretary	____	____
Other (Please specify)____________	____	____
TOTAL NUMBER OF ADMINISTRATIVE SUPPORT EMPLOYEES	____	____

17. RELATIONSHIP TO PRINCIPALS

For which principals in your organization do the Administrative Support Secretaries usually provide assistance?

____ Only selected principals to whom they are assigned (permanent or semi-permanent assignment)
____ Any principals requiring administrative support (first come-first served policy generally)
____ Selected principals usually, but any other principals when needed
____ Other (Please specify)____________________

PLEASE TURN TO THE BACK OF THIS PAGE.

18. ASSIGNMENT OF WORK

To whom do Administrative Support Secretaries usually report to receive work assignments?

_____ Solely to you as supervisor/manager for assignments of duties and evaluation
_____ To a specific principal for assignment of duties and evaluation
_____ Both of the above
_____ Other (Please specify)____

____

19. UTILIZATION OF "TEAM APPROACH"

Is a "team approach" used to provide support services to principals?

_____ Yes   _____ Occasionally   _____ No

20. TOTAL NUMBER OF EMPLOYEES SUPERVISED

How many employees are under your direct supervision?

_____ 1 - 5
_____ 6 - 10
_____ 11 - 15
_____ 16 - 20
_____ 21 - 25
_____ More than 25

21. GENERAL JOB RESPONSIBILITIES AND DUTIES OF SUPERVISOR/MANAGER

Place a check mark in the appropriate column which indicates best the degree of responsibility you have for the following duties. If you have additional duties not listed, indicate them in the space provided by "Other."

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Check only one column for each item)

Area 1: PLANNING RESPONSIBILITIES

	ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Providing orientation to management and other employees to the administrative support system					
2. Analyzing office systems and administrative procedures					
3. "Selling" Word Processing to principals and secretaries					
4. Determining needs of principals					
5. Designing the organizational structure of the administrative support system					
6. Establishing a budget					
7. Developing, writing, and implementing procedures					
8. Other (Please specify) ________________					

PLEASE CONTINUE TO THE NEXT PAGE.

21. GENERAL JOB RESPONSIBILITIES AND DUTIES OF SUPERVISOR/MANAGER (CONTINUED)

(Check only one column for each item)

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 2: ORGANIZING RESPONSIBILITIES						
1. Creating an effective work environment, both physical and psychological	1.					
2. Selecting office equipment	2.					
3. Organizing work flow	3.					
4. Coordinating work schedules of personnel	4.					
5. Writing job descriptions	5.					
6. Establishing career paths for personnel	6.					
7. Distributing work to personnel	7.					
8. Other (Please specify) ______________________ ______________________	8.					
Area 3: CONTROLLING RESPONSIBILITIES						
1. Establishing a work measurement program	1.					
2. Establishing productivity standards	2.					
3. Using charge-back system	3.					
4. Using various types of reporting forms (Please list below the forms you routinely use) ______________________ ______________________	4.					
5. Other (Please specify) ______________________ ______________________	5.					
Area 4: DIRECTING & COORDINATING RESPONSIBILITIES						
1. Selecting administrative support personnel	1.					
2. Training administrative support personnel	2.					
3. Developing and implementing ongoing training and developmental program for administrative support personnel	3.					
4. Conducting performance evaluations	4.					
5. Monitoring employee progress	5.					
6. Supervising and motivating personnel	6.					
7. Other (Please specify) ______________________ ______________________ ______________________	7.					

PLEASE TURN TO THE BACK OF THIS PAGE.

22. APPROXIMATE PERCENTAGE OF TOTAL WORKING TIME SPENT ON RESPONSIBILITIES

Please describe the approximate percentage of your total working time spent on each of the four areas of responsibility.

	Approximate Percentage of Total Work Time
Planning Responsibilities	____%
Organizing Responsibilities	____%
Controlling Responsibilities	____%
Directing & Coordinating Responsibilities . .	____%
	100%

23. ADMINISTRATIVE SUPPORT PROVIDED BY SUPERVISOR

Do you provide administrative support to one or more principals part of the time?

____ Yes ____ No

24. TRAINING FOR PRESENT POSITION

Did your organization provide any type of management training program or course of study to help in developing your management skills prior to or within the first six months after assuming a supervisory position in administrative support services?

☐ Yes ____ No

→ NOTE: If Yes, please describe the type(s) and extent of management training you received prior to or at the same time you assumed your present position.

	Type of Training	Extent of Training (Total Number of Hours)
____	Enrollment in college management course(s)	______
____	Enrollment in management and/or supervisory seminars or workshops provided by professional groups, such as Administrative Management Society and American Management Association	______
____	In-house management training program(s)	______
____	Management and/or supervisory course(s) provided by equipment vendors	______
____	Other (Please specify)______________ ______________________________ ______________________________	______

PLEASE CONTINUE TO THE NEXT PAGE.

25. ONGOING TRAINING NEEDS

Do you think you need additional training in order to perform your supervisory responsibilities more effectively?

____ Yes ____ No ____ No Opinion

NOTE: If Yes, rank in order of importance the first three topics you believe would be most helpful to you.

Rank Topics

- ____ Additional technical skills (knowledge and operation of office systems)
- ____ Budgeting and accounting skills
- ____ Data processing skills
- ____ Development and implementation of goals and objectives
- ____ Inter-personal relations
- ____ Management information systems
- ____ Methods and techniques of supervising people
- ____ Office administration techniques
- ____ Records management systems
- ____ Report writing and procedures writing, etc.
- ____ Other (Please specify) ____________________

____

____

____

____

26. CAREER PATH

Is there a "built-in" career progression established for your position in your organization at present?

____ Yes ____ No ____ Working on it

27. JOB TITLES

What general job title is used for employees who perform primarily nontyping secretarial duties (e.g., filing, preparing reports, and assisting principals in a variety of ways)?

- ____ Administrative Assistant
- ____ Administrative Secretary
- ____ Administrative Specialist
- ____ Administrative Support Secretary
- ____ Administrative Support Specialist
- ____ Assistant
- ____ Executive Assistant
- ____ Management Support Clerk
- ____ Management Support Secretary
- ____ Management Support Specialist
- ____ Secretary
- ____ Service Center Clerk
- ____ Other (Please specify)

____

28. INITIAL BASIC OFFICE TRAINING

Where do most of the Administrative Support Secretaries secure their initial basic office training? (Check one)

- ____ High School
- ____ Community/Junior College
- ____ Private Business College
- ____ Post-Secondary Vocational or Technical School
- ____ 4-Year College or University
- ____ Your Organization
- ____ Another Organization
- ____ Other (Please specify)

____

PLEASE TURN TO THE BACK OF THIS PAGE.

29. IN-SERVICE/OTHER TRAINING

Please check all the types and extent of training a newly employed Administrative Support Secretary in your organization usually receives.

Type of Training	Extent of Training (Total Number of Hours)
____ Formal in-house training (such as self-paced instructional programs or review classes)	____
____ No training provided other than explanations and occasional help from other employees or supervisor(s)	____
____ Other (Please specify)____________________ ____________________	____

30. EMPLOYMENT TESTING

A. Does your organization administer employment tests to potential Administrative Support Secretaries?

☐ Yes ____ No

(If No, skip to Part D of this question)

B. If Yes, what types of employment tests are administered? (Check all types given)

____ Clerical Aptitude
____ Decision-Making
____ Filing
____ General Knowledge
____ Language Arts (Grammar, punctuation, spelling, etc.)
____ Machine Transcription
____ Proofreading
____ Reading Comprehension
____ Shorthand
____ Typing (Production)
____ Typing (Straight copy timed writing)
____ Other (Please specify)
____
____

C. Does your organization require an Administrative Support Secretary to have typing skills?

☐ Yes ____ No ____ Certain positions only

NOTE: If Yes, please check the minimum speed your organization requires to be considered for an Administrative Support Secretary position.

____ 35 or less words a minute
____ 40 words a minute
____ 50 words a minute
____ 60 words a minute
____ more than 60 words a minute

D. Does your organization require an Administrative Support Secretary to have shorthand skills?

____ Yes ☐ No ____ Certain positions only

NOTE: If No, does your organization prefer to hire Administrative Support Secretaries who have shorthand skills?

☐ Yes ____ No

NOTE: If Yes, why is this? ____________________
____
____
____

PLEASE CONTINUE TO THE NEXT PAGE.

30. EMPLOYMENT TESTING (CONTINUED)

E. What factors are considered in determining whether an applicant will perform satisfactorily as an Administrative Support Secretary? Please rank in order of importance the three factors you are most apt to use in making such a determination. (This refers to factors in addition to any employment tests required.)

Rank	Employment Factors
____	Extent of training on office equipment
____	Grades in school (overall)
____	Grades in school (English and/or office education course(s))
____	Impression made in application process (letter of application, data sheet, and/or interview)
____	Level of education attained
____	References (personal and experience) supplied by applicant
____	Type of previous work experience
____	Other (Please specify)________________________________

31. EMPLOYEE RECRUITMENT

What are the two major sources utilized by your organization in recruiting administrative support personnel? (Rank in order of importance)

Rank	Sources
____	Direct application ("walk-in")
____	Employment agencies (public and private)
____	Newspaper and other advertising
____	Public and private educational institutions
____	Transfers within organization
____	Other (Please specify)________________________________

32. WORK MEASUREMENT

Is some form of work measurement system used to measure the production of Administrative Support Secretaries in your organization?

☐ Yes ____ No ____ Occasionally

→ NOTE: If Yes, please describe the system used.____________________

____
____
____
____
____
____

→ NOTE: If Yes, how are the measurement results used? (Check all that apply)

____ Evaluation of total administrative support production in organization
____ Evaluation of administrative support employees
____ Evaluation of time expended in completion of tasks or jobs
____ Evaluation of employee staffing, office equipment, and cost justifications
____ Other (Please specify)

____
____
____

PLEASE TURN TO THE BACK OF THIS PAGE.

33. MAJOR WEAKNESSES OF ADMINISTRATIVE SUPPORT SECRETARIES

A. In working with entry-level Administrative Support Secretaries in your organization, have you noted any major weaknesses relative to their skills, knowledge of office procedures, and/or attitudes?

____ Yes ____ No ____ No Opinion

B. If Yes, rank the three weaknesses of which you are most aware. (Please add any weaknesses which have not been included in the listing provided.)

Rank Weaknesses

____ Inability to handle telephone services adequately
____ Inadequate basic typing skills (speed and accuracy)
____ Inadequate clerical skills (greeting people, scheduling appointments, etc.)
____ Inadequate grammar skills
____ Inadequate knowledge of financial and other recordkeeping systems
____ Inadequate mathematical skills
____ Inadequate proofreading skills
____ Inadequate spelling skills
____ Inadequate use of dictionary
____ Inadequate vocabulary; lack specialized terminology
____ Lack of experience and knowledge of records management systems
____ Lack of experience in the business world and in the office
____ Lack of knowledge relative to handling mailing services
____ Poor attitude ("don't care" attitude; little or no initiative; unwilling to learn new skills)
____ Other (Please specify)________________________________

34. ADDITIONAL TRAINING FOR ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARIES

What would you suggest as areas of training needed by entry-level Administrative Support Secretaries over and beyond that for "Traditional" Secretaries?

____
____
____
____
____

APPENDIX E

ADMINISTRATIVE SUPPORT SECRETARY INTERVIEW FORM

NAME OF INTERVIEWER ____________________

HOME TELEPHONE __________ SCHOOL TELEPHONE __________

DELTA PI EPSILON CHAPTER ____________________

ADMINISTRATIVE SUPPORT SECRETARY INTERVIEW FORM

NAME OF PERSON INTERVIEWED ____________________ BUSINESS TELEPHONE __________

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ____________________

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

___ Eastern ___ Southern ___ North-Central ___ Mountain Plains ___ Western

3. NATURE OF ORGANIZATION (Check one)

___ Accounting
___ Education
___ Engineering
___ Finance, insurance, or real estate
___ Government
___ Legal
___ Manufacturing
___ Medical
___ Transportation, communication, and utilities
___ Wholesale/retail trade
___ Other (Please specify) ____________________

4. SEX OF RESPONDENT ____ Female ____ Male

5. AGE OF RESPONDENT (At nearest birthday):

____ Under 20
____ 20 - 24
____ 25 - 29
____ 30 - 39
____ 40 - 49
____ 50 or over

6. LENGTH AND TYPE OF PREVIOUS OFFICE EXPERIENCE (Check all of the types of office work at which you were previously employed and list the number of years of experience in the right-hand column.

Type of Office Work	Number of Years of Experience
____ Receptionist	________
____ Clerk	________
____ Secretary	________
____ Supervisor	________
____ Administrative assistant . . .	________
____ No office experience	
____ Other (Please specify)	
____________________	________

7. PRESENT JOB TITLE

____ Administrative Assistant
____ Administrative Secretary
____ Administrative Specialist
____ Administrative Support Secretary
____ Executive Assistant
____ Executive Secretary
____ Management Support Clerk
____ Management Support Secretary
____ Management Support Specialist
____ Service Center Clerk
____ Other (Please specify) ____________________

8. LENGTH OF TIME IN PRESENT POSITION

____ Less than 6 months
____ More than 6 months but less than 1 year
____ 1 - 3 years
____ More than 3 years but less than 5 years
____ 5 years or more

PLEASE TURN TO THE BACK OF THIS PAGE.

9. EDUCATIONAL BACKGROUND (Check all schools attended and whether you completed the requirements to earn a degree or certificate)

Schools Attended	Degree or Certificate of Completion Earned: YES	Degree or Certificate of Completion Earned: NO
1. ____ Comprehensive High School	1. ____	1. ____
2. ____ Vocational High School	2. ____	2. ____
3. ____ Community/Junior College	3. ____	3. ____
4. ____ Private Business College.	4. ____	4. ____
5. ____ Post-Secondary Vocational or Technical School	5. ____	5. ____
6. ____ 4-Year College or University	6. ____	6. ____
7. ____ Other (Please specify) ______________________________	7. ____	7. ____

10. DISTRIBUTION OF WORK

From whom do you receive more than 50 percent of your work?

____ Manager/supervisor of administrative support function
____ Originator/principal
____ Secretary selects own work
____ Word Processing coordinator or manager
____ Other (Please specify)____
____

11. NUMBER OF PRINCIPALS USING ADMINISTRATIVE SUPPORT SERVICES

How many originators/principals do you regularly assist?

____ 1
____ 2
____ 3
____ 4
____ 5 - 8
____ 9 - 12
____ 13 - 16
____ more than 16

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY

Place a check mark in the appropriate column at the right which best indicates your degree of responsibility in the following list of duties, which have been grouped under six headings. If you have additional duties not listed, please list them in the space provided by "Other" under the most appropriate general heading. At the extreme right, estimate the approximate percentage of your working time you spend on each of these six general groupings.

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Please check only one column for each item)

Area 1: WRITTEN COMMUNICATION

Do you handle business correspondence by:		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Dictating to others	1.					
2. Dictating to voicewriting machine	2.					
3. Taking dictation in shorthand and transcribing	3.					
4. Taking dictation by means of a note-taking machine (e.g. Stenotype) and transcribing	4.					
5. Transcribing from voicewriting machine	5.					

PLEASE CONTINUE TO THE NEXT PAGE.

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

(Please check only one column for each item)

Area 1: WRITTEN COMMUNICATION (CONTINUED)

Do you handle business correspondence by:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
6. Taking direct dictation at the typewriter	6.					
7. Composing from employer's longhand notes (fragments)	7.					
8. Copying from employer's longhand notes (completely written out)	8.					
9. Composing written communications from oral directions	9.					
10. Answering routine correspondence without directions	10.					
11. Preparing rough drafts of responses to correspondence	11.					
12. Jotting answer in margin of incoming correspondence, making copy on reproducing machine, and sending original or copy to correspondent	12.					
13. Typing speeches, reports, new releases, etc., from copy prepared by a originator	13.					
14. Type tables	14.					
15. Plot graphs and charts	15.					
16. Type and index notes from copy prepared by others	16.					
17. Use multi-part and snap-out business forms	17.					
18. Type legal papers or documents	18.					
19. Type mailing lists	19.					
20. Type formal reports or manuscripts	20.					
21. Type telegrams	21.					
22. Compose speeches, memos, or reports for principal's editing	22.					
23. Edit copy prepared by others	23.					
24. Organize and prepare reports based upon data produced by a computer	24.					
25. Sift and organize facts for principal to use in preparing speeches, memos, reports, etc.	25.					
26. Consult reference sources, take notes, or abstract information required by principal	26.					
27. Make digests of articles, letters, or books for principal	27.					
28. Compose minutes of meetings and conferences	28.					
29. Take notes at meetings and conferences	29.					
30. Prepare mailing lists	30.					
31. Write and send telegrams	31.					
32. Assist with editing publications	32.					
33. Determine when to make use of special postal services (e.g., special delivery, etc.)	33.					
34. Select the best communication method for a given situation (e.g., mail, telegraph, etc.)	34.					
35. Other (Please specify) ____________ ____________ ____________	35.					

Approximate Percentage of Total Work Time Spent on WRITTEN COMMUNICATION Activities

☐ %

PLEASE TURN TO THE BACK OF THIS PAGE.

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Please check only one column for each item)

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
Area 2: ORAL COMMUNICATION						
Do you:						
Answer the principal's telephone and:						
1. route calls to him/her	1.					
2. handle the matter yourself	2.					
Place long distance calls:						
3. for principal to converse	3.					
4. and handle the matter yourself	4.					
5. Set up conference calls	5.					
6. Initiate Wide Area Telephone Service (WATS) calls	6.					
7. Use Talk-A-Phone or other inter-com system to communicate with others within the business	7.					
8. Other (Please specify) ______________ ______________ ______________	8.					
Area 3: ASSISTANCE TO THE PRINCIPAL						
Do you:						
1. Plan trip itineraries	1.					
2. Make hotel reservations	2.					
3. Make transportation arrangements	3.					
4. Meet callers who come to the office	4.					
5. Prepare principal's briefcase for trips	5.					
6. Read, sign, and release principal's letters for mailing	6.					
7. Make appointments and keep record of them	7.					
8. Follow up and remind employer of appointments	8.					
9. Assist in personnel selection	9.					
10. Maintain personnel records and files	10.					
11. Handle confidential records of employees	11.					
12. Handle all routine matters, referring only problems	12.					
13. Cull principal's files regularly	13.					
14. Perform housekeeping duties--such as dust, water plants, sharpen pencils, fill pens	14.					
15. Sift and organize facts for principal to use in decision-making	15.					
16. Schedule conferences and meetings, reserving rooms	16.					
17. Organize conference arrangements and/or programs	17.					
18. Prepare agenda for meetings	18.					
19. Arrange for housing and food for conferences or visitors	19.					
20. Assemble conference materials	20.					

Approximate Percentage of Total Work Time Spent on ORAL COMMUNICATION Activities

%

PLEASE CONTINUE TO THE NEXT PAGE.

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

(Please check only one column for each item)

Area 3: ASSISTANCE TO THE PRINCIPAL (CONTINUED)

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
21. Type itineraries from information from other sources (i.e., travel agency, etc.)	21.					
22. Annotate, summarize, or digest incoming mail	22.					
23. Organize flow of incoming mail, sort, classify, and route	23.					
24. Note on or clip to incoming letters data needed for answer	24.					
25. Keep special records and reports to simplify principal's decision-making	25.					
26. Gather information from various internal sources for principal's use	26.					
27. Obtain information from data processing for principal's use	27.					
28. Gather data from various external sources (libraries, other companies) for principal's use	28.					
29. Other (Please specify) ____________________ ____________________ ____________________	29.					

Approximate Percentage of Total Work Time Spent on ASSISTANCE TO THE PRINCIPAL

☐ %

Area 4: RECORDKEEPING

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Maintain a pending file	1.					
2. Maintain a follow-up and/or tickler file	2.					
3. Maintain a set of personal files for a principal	3.					
4. Maintain a set of general office files for a principal	4.					
5. Make use of microfilm filing, look-up, and printing of copies	5.					
6. Use other (open shelf, lateral filing, visible, rotary files) than standard filing equipment	6.					
7. Keep desk reference file (e.g., listing names of important clients, telephone numbers, etc)	7.					
8. Requisition from central files	8.					
9. Type financial statements	9.					
10. Type requisitions	10.					
11. Make use of regular reports prepared by data processing	11.					
12. Maintain confidential company files	12.					
13. Transfer materials periodically to storage files	13.					
14. Prepare material for centralized filing (e.g., releasing, indexing, cross-referencing)	14.					
15. Set up a filing system	15.					
16. Keep track of requisitions and budget	16.					
17. Do principal's personal banking	17.					
18. Prepare principal's business expense reports	18.					

Approximate Percentage of Total Work Time Spent on RECORD-KEEPING Activities

☐ %

PLEASE TURN TO THE BACK OF THIS PAGE.

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

Check: ALWAYS - if you are always the one to perform this duty when it is performed.
OFTEN - if you are usually the one to perform this duty when it is performed.
SOMETIMES - if the performance of this duty is done by you about half the time when it is performed.
RARELY - if you are seldom the one to perform this duty when it is performed.
NEVER - if you never have this responsibility.

(Please check only one column for each item)

Area 4: RECORDKEEPING (CONTINUED)

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
19. Handle petty cash fund	19.					
20. Prepare budgets	20.					
21. Other (Please specify) ________________ ________________ ________________	21.					

Area 5: OFFICE ADMINISTRATION

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Organize office routine	1.					
2. Supervise clerical and other workers	2.					
3. Select or recommend office equipment and furniture	3.					
4. Select or recommend office supplies	4.					
5. Train or teach new employees	5.					
6. Set up office procedures	6.					
7. Make recommendations concerning office systems and procedures	7.					
8. Design special office forms or redesign forms in use	8.					
9. Set up systems for handling of records, equipment, etc.	9					
10. Determine policy for retention	10.					
11. Select the best process for certain multiple-copy jobs	11.					
12. Arrange office layout and work space	12.					
13. Allocate work among office personnel	13.					
14. Plan flow of work within the office	14.					
15. Keep abreast of new methods and equipment	15.					
16. Other (Please specify) ________________ ________________ ________________	16.					

Approximate Percentage of Total Work Time Spent on OFFICE ADMINISTRATION

☐

Area 6: USE OF MACHINES

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
1. Transmit data by means of telegraph special services (e.g., Teletype, Telex, Facsimile)	1.					
2. Use a copy machine	2.					
3. Type stencils, masters, or plates for use on multiple-copy reproducing machines	3.					

Time not requested for Area 6

☒

PLEASE CONTINUE TO THE NEXT PAGE.

12. GENERAL JOB RESPONSIBILITIES AND DUTIES OF ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

(Please check only one column for each item)

Area 6: USE OF MACHINES (CONTINUED)

Do you:

		ALWAYS	OFTEN	SOME-TIMES	RARELY	NEVER
4. Operate a Mimeograph (stencil)	4.					
5. Operate a Multilith (offset)	5.					
6. Operate a spirit or fluid process machine (Ditto)	6.					
7. Operate an adding machine	7.					
8. Operate a calculator	8.					
9. Operate an automatic typewriter	9.					
10. Prepare materials for others to prepare on an automatic typewriter	10.					
11. Use an electric typewriter	11.					
12. Use a manual typewriter	12.					
13. Use Selectric typewriter with various type sizes	13.					
14. Use "Executive" or other typewriter with proportional spacing	14.					
15. Operate microfilm equipment	15.					
16. Other (Please specify) ____________________ ____________________ ____________________	16.					

13. INITIAL BASIC OFFICE TRAINING

Where did you secure secretarial training which best qualified you for your present job? (Check only one response.)

____ Adult education course(s)
____ High School
____ Community/Junior College
____ Private Business College
____ Post-Secondary Vocational or Technical School
____ 4-Year College or University
____ Your organization
____ Another organization
____ Other (Please specify)
____
____

14. IN-SERVICE/OTHER TRAINING

How do you and other Administrative Support Secretaries in your organization learn about new office techniques and procedures? (Check all that apply.)

____ Adult Education course(s)
____ College course(s)
____ In-house presentations
____ Office magazines and books
____ Membership in professional associations (NSA, etc.)
____ Seminars and workshops
____ Vendor demonstrations
____ Other (Please specify)
____
____

15. CAREER PATH

Is there an established "built-in" career progression for Administrative Support personnel existing in your organization at present?

____ Yes ____ No

PLEASE TURN TO THE BACK OF THIS PAGE.

16. MAJOR WEAKNESSES OF ADMINISTRATIVE SUPPORT SECRETARIES

Most employees have noted weaknesses or areas of uncertainty about themselves and/or fellow workers in their job. Check the three weaknesses of which you are most aware at this time. (Please add any weaknesses which have not been included in the listing provided.)

Rank	Weaknesses
____	Inadequate vocabulary; lack of specialized terminology
____	Lacks basic skills in grammar
____	Lacks basic skills in punctuation
____	Lacks basic skills in shorthand
____	Lacks basic skills in spelling
____	Lacks basic skills in typing
____	Lacks knowledge of magnetic typewriters
____	Lacks previous secretarial or office work experience
____	Negative attitude
____	Organization of work is inadequate
____	Poor telephone usage
____	Other (Please specify)

____

____

____

____

____

17. LIKES AND DISLIKES OF EMPLOYMENT

A. List three things you like most about your present job.

(1)____

____

(2)____

____

(3)____

____

B. List three things you dislike most about your present job.

(1)____

____

(2)____

____

(3)____

____

PLEASE CONTINUE TO THE NEXT PAGE.

18. COMPETENCIES NEEDED BY AN ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARY

Please indicate in the appropriate columns for each item (with a check mark):

(1) whether you believe the acquisition of the competency is very important, somewhat important, or unimportant; and
(2) If important, where the competency should be learned--in school, on-the-job, both in school and on-the-job, or no opinion.

Please add any additional competencies you consider to be important that are not listed.

Competencies		Level of Importance			If Important, Where Competency Should Be Learned			
		Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
I. TYPEWRITING AND TRANSCRIPTION COMPETENCIES								
A. The ability to type with speed	A.							
B. The ability to type with accuracy	B.							
C. The ability to type the following:	C.							
1. Letters and memos	1.							
2. Reports	2.							
3. Legal documents	3.							
4. Business forms	4.							
5. Company manuals, policies	5.							
6. Tabulated materials	6.							
7. Statistical data	7.							
D. The ability to keyboard information on magnetic tape or cards	D.							
E. The ability to type from:	E.							
1. Shorthand notes	1.							
2. Hand-written notes	2.							
3. Dictation machines	3.							
4. Typed copy	4.							
5. Rough draft	5.							
F. The ability to change typewriter ribbons, care for equipment	F.							
G. The ability to type:	G.							
1. Liquid spirit masters	1.							
2. Stencils	2.							
3. Offset masters	3.							
4. Carbon copies	4.							
H. The ability to correct errors by:	H.							
1. Erasing	1.							
2. Correction tape	2.							
3. Correction fluid	3.							
I. The ability to operate:	I.							
1. Manual typewriter	1.							
2. Electric typewriter	2.							
3. Correcting selectric	3.							
4. Executive typewriter (proportional)	4.							
5. Facsimile	5.							
6. Other (Please specify) ____________ ____________	6.							
J. The ability to:	J.							
1. Take shorthand dictation with speed and accuracy	1.							
2. Transcribe shorthand notes with speed and accuracy	2.							
3. Transcribe machine dictation (recorded media) with speed and accuracy	3.							

PLEASE TURN TO THE BACK OF THIS PAGE.

18. COMPETENCIES NEEDED BY AN ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

Competencies	Level of Importance			If Important, Where Competency Should Be Learned			
	Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
K. The ability to: K. 1. Compose and dictate business letters, memos, and other documents 1.							
2. Demonstrate competency in listening skills, following instructions 2.							
3. Prioritize documents, tasks 3.							
4. Proofread typed documents 4.							
5. Dictate information to Word Processing center(s) or personnel 5.							
6. Handle confidential information, correspondence 6.							
II. RECORDS MANAGEMENT A. The ability to: A. 1. Use a filing system 1.							
2. Organize and maintain a retention filing system 2.							
3. Organize and maintain a filing system for stored or recorded data 3.							
4. Utilize microfilming procedures 4.							
5. Organize a personal filing system 5.							
6. Interpret computer printouts 6.							
III. TELEPHONE A. The ability to handle the following telephone duties: A. 1. Answer incoming calls 1.							
2. Place outgoing calls 2.							
3. Place long distance calls 3.							
4. Maintain a telephone log 4.							
5. Record telephone messages 5.							
6. Screen principal's calls 6.							
IV. OFFICE MACHINES AND EQUIPMENT A. The ability to operate: A. 1. Copier 1.							
2. Dictation equipment (individual) 2.							
3. Collator 3.							
4. Computer terminal 4.							
5. Adding machine 5.							
6. Fluid duplicator 6.							
7. Stencil duplicator 7.							
8. Offset 8.							
9. Electronic calculator 9.							
10. Bookkeeping machine 10.							
The ability to utilize endless-loop, phone-in, or remote dictation systems							
V. MAILING A. The ability to: A. 1. Sort and route 1.							
2. Send telegrams, cables 2.							
3. Handle special classes of mail 3.							
4. Maintain incoming, outgoing correspondence register 4.							
5. Prepare packages for mailing 5.							
6. Weigh items and calculate postage rates 6.							

PLEASE CONTINUE TO THE NEXT PAGE.

18. COMPETENCIES NEEDED BY AN ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

Competencies	Level of Importance: Very Important	Level of Importance: Somewhat Important	Level of Importance: Unimportant	If Important, Where Competency Should Be Learned: Learned In School	If Important, Where Competency Should Be Learned: Learned On-The-Job	If Important, Where Competency Should Be Learned: Learned In School And On-The-Job	If Important, Where Competency Should Be Learned: No Opinion
VI. DATA COLLECTION AND RESEARCH A. The ability to use the following reference manuals to collect data: A.							
1. Dictionary 1.							
2. Secretary's manuals 2.							
3. Thesaurus 3.							
4. Word Processing user's manual 4.							
5. Telephone directory 5.							
6. Library card catalog and periodical index 6.							
7. Other (Please specify) 7. ____________________ ____________________							
B. The ability to collect and organize data and draft a report B.							
VII. GRAMMATICAL SKILLS A. The ability to: A.							
1. Read and interpret business documents 1.							
2. Spell, punctuate, capitalize 2.							
3. Proofread 3.							
4. Alphabetize 4.							
5. Construct correct sentences 5.							
6. Sequence sentences in a paragraph 6.							
7. Determine correct paragraphing 7.							
8. Recognize and correct improper sentence structure, use of words 8.							
9. Demonstrate acceptable vocabulary 9.							
10. Distinguish between homonyms 10.							
VIII. FINANCIAL AND BOOKKEEPING A. The ability to handle necessary financial and bookkeeping tasks in relation to: A.							
1. Accounts receivable and payable 1.							
2. Payroll and taxes 2.							
3. Handle bank account 3.							
4. Petty cash 4.							
5. Budgeting tasks 5.							
IX. MATHEMATICS A. The ability to perform the following computations: A.							
1. Compute interest and discounts 1.							
2. Compute production records 2.							
3. Other (Please specify) 3. ____________________ ____________________							
X. GENERAL CLERICAL SKILLS A. The ability to: A.							
1. Meet and greet people 1.							
2. Schedule and screen appointments 2.							
3. Arrange reservations for principals 3.							
4. Requisition and maintain office supplies 4.							
5. Handle invoices and shipping orders 5.							

18. COMPETENCIES NEEDED BY AN ENTRY-LEVEL ADMINISTRATIVE SUPPORT SECRETARY (CONTINUED)

Competencies		Level of Importance			If Important, Where Competency Should Be Learned			
		Very Important	Somewhat Important	Unimportant	Learned In School	Learned On-The-Job	Learned In School And On-The-Job	No Opinion
XI. ADMINISTRATIVE SKILLS								
A. The ability to:	A.							
1. Follow directions from supervisor	1.							
2. Give directions to a group	2.							
3. Design flow charts	3.							
4. Conduct cost/profit studies	4.							
5. Direct training sessions for principals concerning procedures	5.							
6. Manage employee records	6.							
7. Other (Please specify)	7.							
____________________								
____________________								
XII. OTHER SKILLS (NOT PREVIOUSLY LISTED)								
____________________								
____________________								
____________________								
____________________								
____________________								

ADDITIONAL COMMENTS

APPENDIX F

PRINCIPAL/ORIGINATOR INTERVIEW FORM

NAME OF INTERVIEWER ____________________

HOME TELEPHONE ____________ SCHOOL TELEPHONE ____________

DELTA PI EPSILON CHAPTER ____________________

PRINCIPAL/ORIGINATOR INTERVIEW FORM

NAME OF PERSON INTERVIEWED ____________________

TITLE ____________________ BUSINESS TELEPHONE ____________

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ____________________

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

___ Eastern ___ Southern ___ North-Central ___ Mountain Plains ___ Western

3. NATURE OF ORGANIZATION (Check one)

___ Accounting
___ Education
___ Engineering
___ Finance, insurance, or real estate
___ Government
___ Legal
___ Manufacturing
___ Medical
___ Transportation, communication, and utilities
___ Wholesale/retail trade
___ Other (Please specify) ____________

4. FOR WHAT KINDS OF APPLICATIONS ARE YOU USING WORD PROCESSING DOCUMENT PRODUCTION? (Check all that apply)

___ Correspondence (original letters and memos)
___ Reports (usually multipage narrative text)
___ Repetitive (form letters or other "boilerplate" material and standard paragraphs)
___ Statistical material (heavy use of numeric keys, often with columnar formatting)
___ Preprinted forms
___ Cards, labels, envelopes, etc.
___ Other (Please specify) ____________________

____

5. DO YOU BELIEVE THAT THERE ARE MAJOR BENEFITS IN WORD PROCESSING DOCUMENT PRODUCTION FOR YOUR ORGANIZATION?

☐ Yes ___ No

PLEASE TURN TO THE BACK OF THIS PAGE.

6. IF YES ON QUESTION 5 (ON PREVIOUS PAGE), WHAT DO YOU CONSIDER TO BE THE GREATEST BENEFITS OF WORD PROCESSING DOCUMENT PRODUCTION IN YOUR ORGANIZATION? (Rank the first three in order of importance)

Rank

___ Better looking copy
___ Career progression for office personnel
___ Cost control
___ Effective supervision for office personnel
___ Equitable work distribution
___ Fast turnaround time
___ Greater productivity
___ High quality product
___ Other (Please specify) ____

____

7. DO YOU BELIEVE THERE ARE SHORTCOMINGS IN THE WORD PROCESSING DOCUMENT PRODUCTION PREPARATION SYSTEM IN YOUR ORGANIZATION?

☐ Yes ____ No

8. IF YES, WHAT DO YOU CONSIDER TO BE THE GREATEST SHORTCOMINGS OF WORD PROCESSING DOCUMENT PRODUCTION IN YOUR ORGANIZATION? (Rank the first three in order of importance)

Rank

___ Backlogs of work
___ High cost
___ Lack of personal contact
___ Lack of sufficient communication from center/cluster/work station personnel
___ Personnel do not understand your needs
___ Priorities and deadlines are not met
___ Slow turnaround time
___ Too many errors
___ Other (Please specify) ____

____

9. IS YOUR CURRENT LEVEL OF OTHER SECRETARIAL SUPPORT SATISFACTORY?

____ Yes ☐ No

10. IF NO, WHAT MIGHT BE DONE TO IMPROVE THE LEVEL OF SUPPORT? ____________

____

____

____

11. IS THERE NECESSARY WORK WHICH YOU FIND YOURSELF DOING NOW WHICH COULD BE DONE BY A QUALIFIED SECRETARY?

☐ Yes ____ No

→ PLEASE CONTINUE TO THE NEXT PAGE.

12. IF YES ON QUESTION 11 (ON PREVIOUS PAGE), LIST SOME OF THE ACTIVITIES YOU WOULD LIKE SUCH A SECRETARY TO PERFORM. (Rank top three in order of importance)

(1) ____________________

(2) ____________________

(3) ____________________

13. DO YOU BELIEVE YOUR PRESENT SECRETARIAL PERSONNEL HAVE SUFFICIENT BACKGROUND OR TRAINING TO PERFORM ADDITIONAL ACTIVITIES YOU NEED?

____ Yes ____ No ____ Do not know ____ No opinion

14. WHAT KINDS OF TRAINING DO YOU BELIEVE WOULD ENABLE THE SECRETARIAL STAFF TO PROVIDE MORE EFFECTIVE SUPPORT TO PROFESSIONAL AND MANAGERIAL PERSONNEL? (Please list suggested kinds)

(1) ____________________

____

(2) ____________________

____

(3) ____________________

____

ADDITIONAL COMMENTS

APPENDIX G

TOP/MIDDLE-MANAGEMENT DECISION-MAKER INTERVIEW FORM

NAME OF INTERVIEWER ______________________________

HOME TELEPHONE ______________ SCHOOL TELEPHONE ______________

DELTA PI EPSILON CHAPTER ______________________________

TOP/MIDDLE-MANAGEMENT DECISION-MAKER INTERVIEW FORM

NAME OF PERSON INTERVIEWED ______________________________

TITLE ______________________________ BUSINESS TELEPHONE ______________

DIRECTIONS: CHECK OR FILL IN APPROPRIATE SPACES

1. NAME OF ORGANIZATION ______________________________

2. REGIONAL LOCATION OF ORGANIZATION (Check one)

___ Eastern ___ Southern ___ North-Central ___ Mountain Plains ___ Western

3. NATURE OF ORGANIZATION (Check one)

___ Accounting
___ Education
___ Engineering
___ Finance, insurance, or real estate
___ Government
___ Legal
___ Manufacturing
___ Medical
___ Transportation, communication, and utilities
___ Wholesale/retail trade
___ Other (Please specify)

____

4. WHAT CHANGES DO YOU ANTICIPATE IN YOUR ORGANIZATION IN THE NEXT 5 TO 10 YEARS AS A RESULT OF WORD PROCESSING AS THEY MIGHT RELATE TO:

a. Number of employees assigned to Word Processing?

___ should decrease
___ should stay about the same
___ should increase slightly (1-10%)
___ should increase moderately (11-20%)
___ should increase significantly (more than 20%)

b. Number of principals/originators using Word Processing services?

___ should decrease
___ should stay about the same
___ should increase slightly (1-10%)
___ should increase moderately (11-20%)
___ should increase significantly (more than 20%)

PLEASE TURN TO THE BACK OF THIS PAGE.

WHAT CHANGES DO YOU ANTICIPATE IN YOUR ORGANIZATION IN THE NEXT 5 TO 10 YEARS AS A RESULT OF WORD PROCESSING AS THEY MIGHT RELATE TO:

c. New equipment purchases anticipated?

d. Changes in organizational structure for processing written and oral communications?

e. The merging of Word Processing and Data Processing

PLEASE CONTINUE TO THE NEXT PAGE.

WHAT CHANGES DO YOU ANTICIPATE IN YOUR ORGANIZATION IN THE NEXT 5 TO 10 YEARS AS A RESULT OF WORD PROCESSING AS THEY MIGHT RELATE TO:

f. Types of written and/or oral communications processed?

g. Selection and training of Word Processing personnel?

h. Changes in career paths for Word Processing employees?

PLEASE TURN TO THE BACK OF THIS PAGE.

ADDITIONAL COMMENTS

APPENDIX H

WORD PROCESSING EXPERT INTERVIEW FORM

WORD PROCESSING EXPERT INTERVIEW FORM

THE FUTURE OF WORD PROCESSING AND ITS EFFECT
ON THE EDUCATION OF FUTURE EMPLOYEES

(NOTE: The following open-ended questions were submitted to the group of experts representing word processing consultants, vendors, and editors of word processing/information systems office periodicals.)

1. What changes do you expect to see in the relationship between word processing and data processing as parts of a total information system in the office?

2. Where do you anticipate the emphasis will be placed in the office systems market in the next 5 to 10 years: (1) hardware, (2) input-output, and (3) software? Please comment with any indications as to short- and long-range projections.

3. What kinds of software do you foresee in the future that will result from or impact present educational practice, such as hyphenation packages, spelling dictionaries, or grammatical and punctuation packages?

4. As the result of recent developments in software, such as spelling dictionaries, hyphenation packages, etc., what differences do you see in the opportunities and skill requirements for office workers in the next 5 to 10 years as compared with now?

5. What changes do you see in the objectives and goals of word processing in the office in 1985 as compared to 1980?

6. What kinds of time frames do you see for the marketplace on such technology as laser printing, voice recognition, teleconferencing (indicate any others, please) that will have major effects on the office?

Are you willing to be quoted? If so, please sign. ____________________

Are you willing to be listed by name or company without specific quote identification? YES _____ NO _____

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BETA RHO: Western Michigan University, Kalamazoo, MI 49001
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BETA TAU: Georgia State University, Atlanta, GA 30303
BETA UPSILON: Pittsburg State University, Pittsburg, KS 66762
BETA PHI: Montclair State College, Upper Montclair, NJ 07043
BETA CHI: Western Illinois University, Macomb, IL 61455
BETA PSI: Eastern Illinois University, Charleston, IL 61920
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